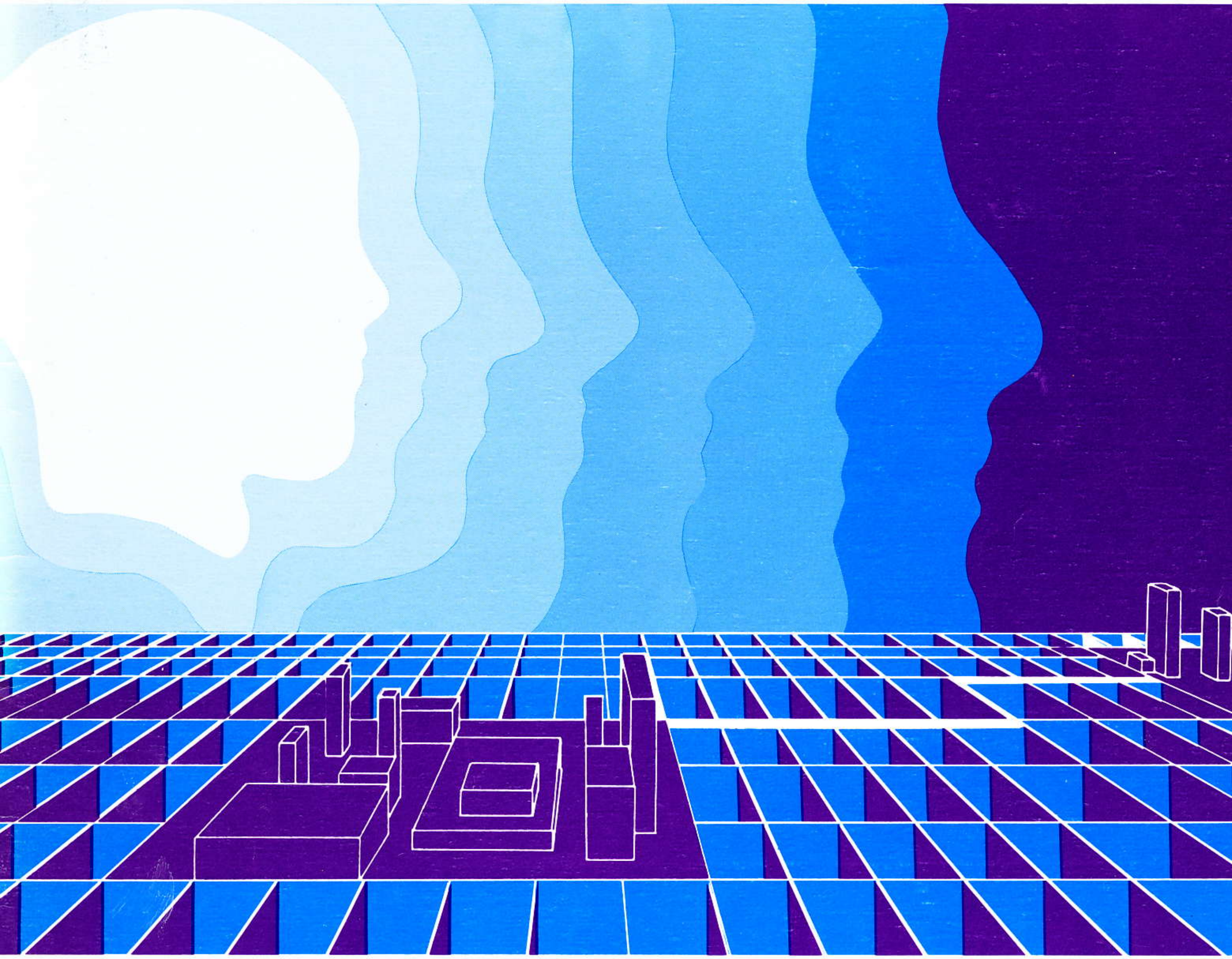
Canadian Home Economics Journal

Winter 1985 Volume 35, No. 1

Revue Canadienne d'Economie Familiale

Hiver 1985 Volume 35, No. 1



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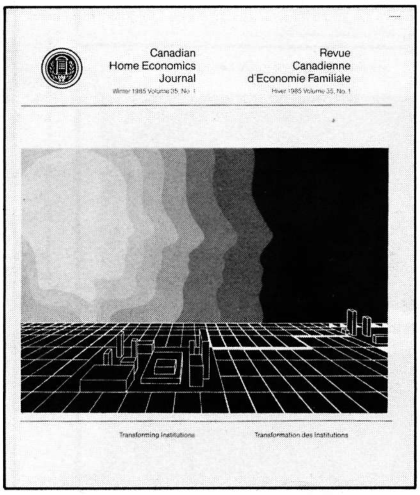

The cover, designed by Debra Churchill, illustrates human head forms expanding to symbolize the human element and their growth and change through various institutions. The grid, utilized in perspective, emphasizes the expansion. The generic groupings of buildings portray institutions in infinite variety rather than named stereotype institutions.

Printed by: M.O.M. Printing Ltd., Ottawa
Graphic consultant: Kelli Rey
Proofreader: Donna Ryland, BHEc

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ISSN 0008-3763

Published quarterly/Publication trimestrielle

Canadian Home Economics Association
805-151 Slater Street, Ottawa, K1P 5H3, Canada
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from the Editors

Transformation, the overall theme for the *Journal* in 1985 is a concept that will allow us to delve into change, and the implications of that change to the quality of life and to the home economic profession. Change may be gradual and subtle, or sudden and dramatic. Meaningful and lasting change is usually gradual; the result of commitment and conscious effort. Change almost never occurs in an orderly, sequential chain of events — for weeks or months or even years there may be minimal recognizable change. At some point, the effect of persistence in pursuing change brings about a seemingly sudden reordering and restructuring — a **transformation.**

Each volume of the *Journal* brings change — a change that is a culmination of the conscious efforts of present and former editors to publish information that will be helpful in professional practice and will challenge or provoke readers in thought or action.

Institutions, the focus of the transformation theme in this issue, are in a constant state of evolution as their social and public purposes change and as technology allows or forces them to be different. Moss and co-authors reflect on the current state of home economics extension; Hancock shows how new concepts about health are transforming health care; Jenkinson provides a nostalgic look at librairies and jolts us with a look at how future needs for information will be met. For those frustrated with the status quo, Williams gives advice on how to effect political action.

As in the past, a new volume means a visual transformation provided by a new cover design. For this volume, four covers were selected from the 30 plus submitted by the creative design students at Red River Community College in Winnipeg. Our appreciation and compliments go both to the instructor, Dennis Pankiw, who co-ordinated and worked through this project with us; and to the students who put creativity and enthusiasm into the task. Special thanks are due to Kelli Rey, whose cover design will appear on the Summer issue, for assistance in developing a new format for the regular features and a unified layout for the articles.

A year ago, we urged you to communicate your thoughts about the *Journal.* We have appreciated your comments and letters. To help us in our task of continued evaluation, please take a few minutes to complete and return the rating form that is included in this issue.

Read on — enjoy, evaluate, comment. Your feedback is essential to the health of the *Journal.* ☐

Margaret Morton
Barbara Baczynsky
Joyce MacMartin

Reader Forum

Letters and brief comments from our readers

The Canadian Home Economics Journal encourages comment, up to 300 words, on recent content in our pages or on matters of general interest to the home economics profession. Letters are subject to editing.

What's in a Name?

Family studies is an outgrowth of home economics in the schools of Ontario. The change in name is intended to convey the evolvement of home economics as it has responded to changing modes of fulfilling family functions and changing roles of family members. There is a need to clarify the definition of family studies education and to academically support the relevance and retention of family studies in the public school curriculum.

It is important for educators in Ontario to differentiate between home economics and family studies. An unpublished survey of Ontario students and adults shows that home economics is perceived as cooking and sewing whereas family studies includes a strong focus on the family. Family studies is relevant for today's teens both male and female. Home economics has become stereotyped as a "girl's course."

Bette Stephenson stated that "schools should better equip children to respond to the challenges that will face them in later life ... to act responsibly, to think rationally and decide wisely." Family studies can meet this challenge by teaching parenting skills; linking self-responsibility to healthy lifestyles; demonstrating management of family and personal resources for greater satisfaction; and practicing selective analysis of consumer information.

We must be sure that home economics/family studies programs are not eliminated due to a false perception of what the subject includes! To do this we must have an accurate perception of the programs being presented, a relevant focus valuable to today's student, and a name

(Continued on page 54)

NEXT ISSUE:
Transforming Relationships

Including: a look at relationships that exist in the diverse families that comprise modern society, the role of daycare centres in developing relationships.

Also including: a look at textile crafts as historical heritage, more on education and on nutrition.

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The Association: The Canadian Home Economics Association is the national professional organization for those educated and/or working in the field of consumer and family studies, foods and nutrition, home economics, and human ecology. The overall aim of the association is to promote the well-being of individuals and families and to serve home and community life in Canada.

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Contents are indexed in the *Canadian Periodical Index* and selectively indexed in *Public Affairs Information Service (PAIS), Canadian Education Index, Nutrition Abstracts and Reviews, Inventory of Marriage and Family Literature* and *Bibliographic Index of Health Education Periodicals*. Microfilm and Xerographic copies are available from Micromedia Limited, 144 Front Street West, Toronto, Canada M5J 2L7 and University Microfilms International, 300 N. Zeeb Road, Ann Arbor, MI 48106.

Contributors will find *Journal* themes and submission deadline dates in the Spring 1984 issue, pages 58-59 and the Guide for Authors in the Winter 1985 issue, pages 56-57.

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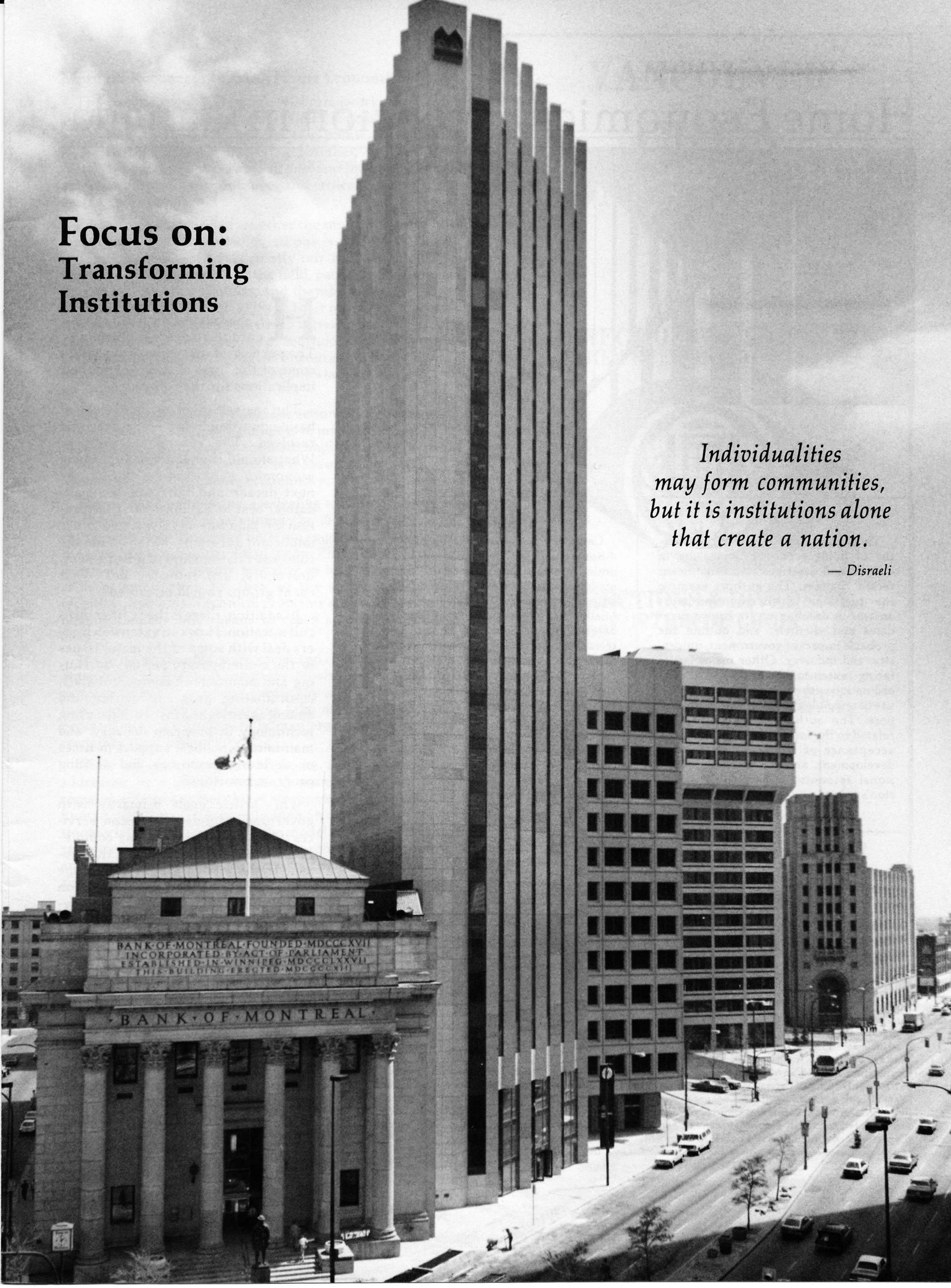
Focus on:
Transforming Institutions

Individualities
may form communities,
but it is institutions alone
that create a nation.

— Disraeli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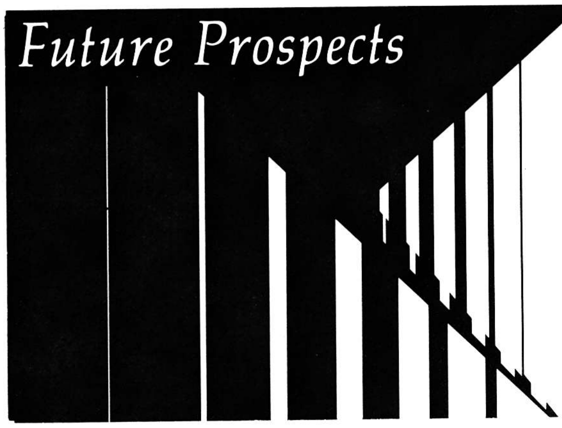
Home Economics Extension in Canada



Future Prospects

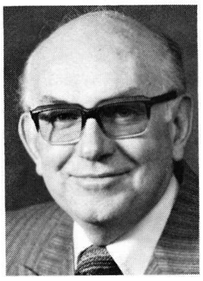
Gwenna Moss, Harold Baker, and Nancy Cook

Abstract

This article outlines the current status of home economics extension in Canada and describes some significant recent changes. The authors examine the questions which extension must answer in deciding on its future mandates and clientele, and outline the probable impact of government, university, and industry. Other major issues facing extension are discussed: co-ordination with other agencies, staffing, use of technology, and maintaining support. The authors draw conclusions related to the importance of leadership, acceptance of change, professional development, and the roles of professional associations in building extension's future.

Résumé

Cet article donne un aperçu de la condition actuelle de l'extension de l'économie familiale au Canada et décrit quelques changements récents. Les auteurs examinent les questions auxquelles l'extension doit répondre en déterminant ses mandats et ses clientèles futures. D'autres points principaux que l'extension envisage sont discutés: la coordination avec d'autres agences, le recrutement de personnel, l'emploi de la technologie, et les moyens de maintenir l'appui. Les auteurs tirent des conclusions qui se rapportent à l'importance de la direction, à l'accueil au changement, au développement professionnel, et aux rôles des associations professionnels à construire l'avenir de l'extension.



Gwenna Moss has a BSHEc from the University of Saskatchewan and MS and PhD degrees in adult education from the University of Wisconsin. She has worked in university extension and is currently Dean, College of Home Economics, University of Saskatchewan. **Harold Baker** has a BSA degree from Toronto, an MS from Wisconsin, and a PhD in extension education from Cornell University. He is a former Director of Extension and is presently Professor of Extension at the University of Saskatchewan. **Nancy Cook** has a BHSc (Home Management) from Macdonald Institute, Guelph, and an MScA (Ag Economics) from OAC. She was Director of Food and Nutrition (formerly the Home Economics Branch) and is presently Director of Farm Management and Human Resource Development for the New Brunswick Department of Agriculture and Rural Development.

Home economics extension in Canada is in a transition phase, enroute to new circumstances. The purpose of this paper is to present some of the signs of change and their implications for the future.

The analysis involves a hierarchy of basic questions to be asked and resolved. The central question is: What should the mandate(s) of home economics extension be during the next decade and how can the mandate(s) best be established? Clarification of mandate involves two other important questions. What should the roles and relationships of government, university, and industry be? What client groups should be served?

In addition, there is the further difficult question: How can extension leaders deal with some of the major issues of the contemporary period—recruiting and maintaining competent staff, co-ordinating programs within and among agencies and institutions, using technology in program delivery, and maintaining political support in times of declining resources and shifting program priorities?

This article deals primarily with government-funded extension services which offer a reasonably comprehensive range of programs in the subjects traditionally thought of as home economics. Omitted from description and analysis are nutritionists, employed in departments of health; home economists, employed as single-field specialists; and home economists, employed on commodity promotion in marketing branches—although these individuals perform "extension" functions and may face similar challenges. In addition to government, universities and industry provide some home economics extension services. A description of these is beyond the scope of this article, although their relationships to government programs is discussed.

Provincial Home Economics Extension System(s)

"Managing the Future" was the title of a 1983 national workshop for American state leaders of extension home economics. Participants identified eight issues and developed objectives, strategies, and evaluation plans for dealing with each issue. The issues identified were:

- strengthening linkages between extension and research
- influencing the academic preparation of home economists for employment in extension
- targeting audiences
- managing home economics programming in an era of declining resources
- delivering programs in an electronic technology era
- evaluating programs realistically, reasonably, and productively
- determining an effective professional, paraprofessional, and volunteer mix for optimum programming
- marketing extension home economics and cultivating support groups.

There are two themes inherent in these issues—reaffirming the mandate of home economics extension and searching for more effective, efficient, and innovative ways of meeting that mandate. Most, if not all, of these issues would strike a responsive chord among extension home economists in Canada. However, the two systems are dissimilar enough to suggest that we can't simply adopt the American agenda. In the United States, the basic mandate of home economics extension is well established as part of the Cooperative Extension Service, a *co-operative* partnership of federal, state, and local governments working through the vehicle of the land grant colleges. The situation is much different in Canada. Given our particular federal-provincial jurisdictional dilemmas, we find ourselves in the usual Canadian predicament of having almost as many models as we have provinces.

Six provinces employ extension home economists in the department in which agriculture is located. These range from Alberta's large staff of field workers and specialists to Newfoundland's single home economist. Prince Edward Island, Ontario, Nova Scotia, and Quebec are included in this group. Organizational structures and relationships vary, with some being centralized services and others being decentralized on a regional basis. New Brunswick was in this group until April 1984 when the Foods and Nutrition Branch was disbanded and the staff transferred to the Department of Social Services.

Manitoba's eleven-person Home Economics Directorate operates out of the Department of Health to provide specialist services and support to 28 field staff in the Departments of Health and Agriculture. The remaining two provinces—British Columbia and Saskatchewan—cannot be said to provide any home economics extension services of the type referred to in this article.

All signs point to a prolonged period of change and challenge for home economics extension

Because of this diversity, the challenges for the future outlined in this paper may not be faced equally by all provinces. Nevertheless, they are challenges which most provinces will encounter in some measure.

Deciding on a Mandate

The central challenge facing home economics extension today is the need to affirm and/or redefine its mandate. Three sectors—government, university, industry—should be particularly influential in the process.

The government connection. A most significant factor in shaping extension's mandate is the location of the home economics extension service within the government structure. In particular, units located in departments of agriculture will be influenced by the changing mandates of the agricultural extension system. Baker's recent analysis of the present agricultural extension system(s) led him to conclude that agricultural extension is moving *towards* delivery of government programs and provision of specialized technical and informational services to commercial farmers, and *away from* interest in the total farm family and the rural community (Baker, 1984). In recent years there have been several major reorganizations and renamings of agricultural extension units, the most recent being Alberta, Ontario, and New Brunswick. Given these trends, home economics extension units located in agriculture will likely face increasing pressures to reflect agriculture's redefined mandate and to differentiate their programs from what is available through other ministries such as consumer affairs, social services, health, and education.

What this means in practice is that home economics extension may have less freedom to define its subject matter and clientele. Units are likely to face pressures to focus more on program areas related to agriculture such as foods and nutrition and less, or not at all, on other program areas such as clothing and textiles, housing, management, and family living. In turn this creates a secondary problem of differentiating the unit's programs from those already available through public health nutritionists. Some units have deliberately chosen to align themselves more closely with agriculture's mandate and thus (presumably) reduce their vulnerability. In 1982, the New Brunswick Home Economics Branch dropped its programs in clothing and housing and changed its name to the Foods and Nutrition Branch. In a subsequent (1984) major social reform sweep, extension home economists were considered such a valuable public resource that they were transferred to the Department of Social Services in proportion to the amount of time that they spent on social development programs (leaving 20% of the staff, two home economists, to continue in a *commodity promotion* role within the marketing section of the Department of Agriculture and Rural Development).

Extension services which have been relocated face a change in mandate, usually involving different clientele and frequently involving differences in subject matter, modes of delivery, and roles and relationships.

Traditionally the training and orientation of home economists have prepared them to be sensitive to the social milieu in which programs are delivered and to be concerned with the well-being of families in a broad sense. This focus on people programs, inherently more risky than focus on technical programs, is now less favored by agricultural departments. The trend is towards a narrower technical role rather than a broader educational role, with less responsibility for organizing groups and assisting them to incorporate the new information. Programs are more formal and more concerned with farm and agricultural industry efficiency than in the past. There is a greater focus on the delivery of government programs. In short, it appears that increasingly home economics extension will be told by government much more specifically what its theme areas will be and in what it will specialize.

The university connection. The role which universities play or will play in extension has implications for extension's mandate. In addition to the obvious impact of university extension programs (some of which are in home economics), universities influence extension directly through both research and educational programs. However, home economics extension lacks the direct link to research enjoyed by the U.S. Cooperative Extension Service, and it lacks the research backup provided to agriculture extension in Canada through research stations. Very little data are available to show the impact of Canadian university research on extension programs for women and families. More communication—in both directions—between home economics researchers and extension workers would seem warranted to determine how university research can contribute to extension's future development.

All preprofessional and much continuing professional education for extension home economists is provided by universities. Are the universities providing the kinds of programs that will effectively develop the staff needed by extension services today and in the future? There is considerable scope for universities and extension units to co-operate in developing ways of enhancing the undergraduate preparation of future extension workers through such things as summer employment, supervised field placements, and assignments in courses.

The industry connection. Baker's study of agricultural extension identified as a key trend the great increase in extension and information services now provided by agri-business. He predicted that industry and private consultants would continue to develop programs and services which will provide what government extension programs once provided (Baker, 1984, p. 34). While home economics extension services may not be as extensively provided by the private sector, they are certainly in the picture. In these times of privatization, the provision of similar information and services by industry, business, and commodity groups will inevitably influence government and perhaps university decision making on the mandate for their extension services.

Deciding on Clientele

Rural or urban. As noted earlier, location within the government structures may define not only subject matter but also the clientele to be served. The Home Economics Branch of Alberta Agriculture, for example, serves rural and farm women—not urban women. Its recent planning document *Emphasis II*, (Alberta Agriculture, 1983) identifies quite specifically nine program priorities and their target markets. For six of these, the target market is farm women. By comparison, Manitoba, perhaps because it is located in the Department of Health, has a mandate which includes rural, urban, and northern residents (Manitoba Department of Health, 1982).

Compounding the issue is the ongoing erosion of extension budgets, a situation which Baker suggests is likely to continue "as the farm population decreases and as urban needs and programs become politically more attractive" (Baker, 1984, p. 39). Thus, there is a potential conflict between the needs and demands of urban residents for services and the rural mandate of many home economics extension services.

The central challenge facing home economics extension today is the need to affirm and/or redefine its mandate.

Agencies which seek to serve farm women as a priority clientele group face an additional challenge: the changing roles and interests of farm women. In part these changes are related to changes affecting all women, and in part they may be spurred on by the economic recession and its effect on agriculture. A number of recent studies and reports are testimony to the scope of the changes: two studies of the role and employment practices of farm women by the National Farmers Union (Elgie, 1975; Koski, 1983); a study of stress among farm families in Ontario by Concerned Farm Women (Ireland, 1982); a national study of rural women and their needs conducted by the Council on Rural Development, Canada (1979) with the assistance of Women's Institute members; a report of public consultations and submissions from rural women organized by the Ontario Ministry of Agriculture and Food, OMAF (McGhee, 1984); and a study of American farm women (Jones & Rosenfeld, 1981).

These changes impact on extension in at least two ways: some farm women now expect to be fully involved in agricultural extension programs, and younger women are less interested in traditional home economics extension program areas. In the OMAF hearings, 37% of the women who attended the meetings were opposed to segregation of the sexes and special programs for women at farm meetings. The report notes:

> Women are no longer willing to be relegated to an upstairs room or basement to watch a cooking demonstration or fashion show while their husbands are learning about changes in tax legislation, vomitoxin, or embryo transplants. They were adamant that if nutritional or parenting information or advice on stress management was important to them, it was equally important to their husbands. (McGhee, 1984, p. 24).

Overall, for the women attending the hearings, agricultural courses related to preparing women to take an equal part in the farm enterprise rated higher than homemaking courses in importance by a considerable margin. Exceptions were crafts and leisure arts and nutrition programs. The report notes that "women at the meetings generally displayed disinterest in the current homemaking programs offered by OMAF" (McGhee, 1984, p. 39). However, it is important to note that the women who attended the hearings were a self-selected group and are not necessarily representative of rural women in Ontario.

Data which were representative of women from Alberta farm, rural nonfarm, and small city areas (and a smaller sample of men) were collected in 1982 as part of a study commissioned by the Home Economics Branch of Alberta Agriculture (Heffring Research, 1982a, 1982b). Part of the data have been reported in the *Canadian Home Economics Journal* by Cox and Myers (1983). Respondents were asked to check topics they would be most interested in "getting more information or attending a program to learn more about it" in the next 1 to 5 years. The top ten topics were: making your house more energy efficient, wills and estate planning, home gardening, investing your money, do-it-yourself home repairs, weight control, managing stress, individual nutrition needs, planning for retirement, and budgeting family income. All these topics were selected by at least 40%, and as many as 55%, of the sample. When men's responses were analyzed separately, seven of the preceeding ten topics also appeared in the men's top ten.

Some of the more traditional home economics extension program areas were of less interest. From one-fifth to one-third of the respondents were interested in topics related to clothing, foods, purchasing home appliances, parenting, family spending, consumer credit, time management, and making home furnishings.

However, unlike the Ontario women, the Alberta women expressed less interest in topics on "agricultural production/farm business management information for farm women." These topics were selected by 12.7% overall and by 24.9% of the rural farm women. Thus interest in educational programs related to agriculture was on a par with programs related to the home among this sample of Alberta farm residents.

Age and place of residence. It is also apparent that there are differences in interest among women of different ages. The OMAF report refers to this phenomenon as "the generation gap" (McGhee, 1984, pp. 36-39). The Alberta study found differences by age for a number of factors—interests, activities, and preferences for program delivery. Likewise, there were differences among women according to place of residence—rural farm, rural non-farm, and small urban (Heffring Research, 1982a). What the results confirm, once again, is that rural women are not homogenous.

"Non-traditional" clientele. Most home economics extension programs have been designed for women. Although families may be named as a target clientele, frequently the contact is via the female members of the family. When males are involved, it is usually as part of programs delivered jointly by agricultural and home economics extension. Rural (and urban) residents of native ancestry are also underrepresented in mainstream home economics extension programs, although there are several separate programs to serve residents on reserves. Should/can home economics extension deliberately seek to provide more services to men and to natives?

In recent years, some extension units have realized that younger, farm and rural women have been underrepresented among extension's clientele, and have designated them as priority clientele. The same is true of lower socio-economic families, including welfare recipients. Other less traditional clientele include women and families living in the urban fringe, who, while technically rural residents, frequently have more in common with urban residents.

Extension home economists can look . . .
to the challenge of providing new services
to new clientele in new ways.

Some Major Issues

Staffing and staff development. Appropriate training for home economics extension agents has always presented a dilemma of striking a balance between subject matter expertise and competence in extension education. Baker (1984) reports a trend towards technical agriculture and away from extension education among agricultural extension workers. As agricultural extension focusses more on technology transfer and less on broad education for farm life, it remains to be seen whether this same trend will affect home economics extension. If it does, it will have implications for university curricula, for recruiting, and for in-service training.

The employment of paraprofessionals, although well-established in the United States, has occurred only to a limited extent in Canada (for example, Manitoba's Home Advisors). The OMAF report responded to the demand for leisure arts programming by older women by recommending that: "The employment of paraprofessionals be seriously considered . . . if leisure arts are to form a major part of the adult home economics program" (McGhee, 1984, p. 48).

In-service training for employees will be more important given today's lower staff turnover, the no growth prospects for most agencies, and the apparent need to redefine mandates. In-service training becomes crucial if existing employees are asked to change their roles in significant ways. Yet, ironically, training is less accessible under today's economic conditions and is often among the first items deleted in cost-cutting efforts.

Co-ordination with colleagues and other agencies. At one time home economics extension services were probably the single most important source of information on homemaking. Today, a hord of agencies are active in providing information: community colleges, consumer affairs departments, public health nutrition agencies, universities, financial institutions, private business, books, and the mass media. The OMAF report notes:

> Little need was seen for the traditional home economics courses. Today, classes and discussion groups by local boards of education, community colleges, libraries, and by women themselves in skills exchange sessions, provide people with readily available sources of information. Employed women and younger women at home indicated they got much of their information about foods, nutrition, consumerism, budgeting, fashion, family relationships, parenting, and health from the print media. (McGhee, 1984, p. 47).

Using technology. Home economics adminsitrators in both Canada and the United States identified making use of technology in program delivery as a major issue (Baker, personal communication, June, 1984; Managing the future, 1983). The OMAF study noted that Ontario extension has moved "very slowly" into the information age and recommended increased use of educational communication technology (McGhee, 1984, p. 52-54).

In part this interest is motivated by a desire to reach people where they are and in part by a need to become more efficient. The possibilities are numerous, ranging from conventional radio and television broadcasting, to computers, satellite transmission, and videotapes for home use. Experiments are underway in using videotext (information utilities or data bases accessed via the home computer over telephone lines) which appear to have potential in handling routine requests for information.

A related challenge will be to maintain an appropriate "human/technology mix," using the words of the American administrators (Managing the future, 1983, p. 21).

Maintaining support. Implicit throughout this article has been the notion that home economics extension is facing (and will continue to face) increasing competition for resources. Obtaining a fair share of government funds will likely become more difficult as governments cope with deficits and, for units with a rural mandate, as the proportion of the population that is rural continues to decline. Home economics extension will, of necessity, be faced with developing marketing plans to "sell" their services to the departments in which they are located, to government decision makers, and to community support groups. The Home Economics Branch of Alberta Agriculture recognized this and commissioned an internal working paper (*Marketing Opportunities and Strategies for the 1980s*) as part of its 1982 studies (Heffring Research, 1982b, p. 15).

To build support within government, extension must ensure that the lines of communication are open to other branches of the department and related departments and that these lines are used to keep other units informed of programs and achievements. Extension must be prepared to lobby within government to maintain its "place in the sun." Here, credible data on the effectiveness, efficiency, and impact of programs—as well as on clientele needs—will be critical in making the case. Finally, extension must recognize and tap into the potential power that women and other client groups have in gaining support for services they want through the political process. Recent examples such as changes in policies and programs on family violence and pension reform illustrate the clout that women's groups can have.

Conclusions

All signs point to a prolonged period of change and challenge for home economics extension. If extension is to successfully emerge from this time of transition, an important **leadership** role must be played by leaders in government, universities, industry, and home economics extension itself. Strong and far-sighted leadership is needed to envision the appropriate mandate(s) for extension within each province and to take the necessary steps to facilitate optimum development of those mandates. Proactive as well as reactive leadership is needed.

Of equal importance to future development will be the readiness and willingness of home economics extension administrators and staff to **accept change** not only in the mandate of their units but also in related matters such as: the roles of extension workers; their relationships with clients, co-workers, and other agencies; use of technology; retraining programs; and assertiveness in working to build political and financial support for programs. Extension home economists can look on "imposed" changes in their mandate either as a threat or as an opportunity to demonstrate that they are equal to the challenge of providing new services to new clientele in new ways. They will face the difficult task of working to generate support for their programs while avoiding the trap of protecting programs which may be less needed than formerly. Administrators and staff alike must become accustomed to the idea that neither mandate nor clientele will be fixed forever.

To prepare home economists to meet these challenges will require good **quality professional development** programs at the undergraduate, graduate, and in-service levels. Providing programs of the necessary quality calls for intra- and inter-provincial co-operation involving universities, professional associations, and extension units. Areas of specialization need to be established by drawing upon the unique strengths of a region and making training programs available to staff and students from other provinces and/or regions. Obtaining funding for such ventures will be a major task.

Finally, there is a **role for professional associations** to play in the process of building extension's future. Associations at both the provincial and national levels can organize and sponsor training and retraining programs in co-operation with resource specialists, in linking with other agencies and organizations, and in supporting those in the midst of change. At the national level, a key role should be played by the Canadian Society of Extension, which operates in affiliation with the Agricultural Institute of Canada. This Association can provide a link with agricultural extension where this is relevant. It can provide support to both home economists and agrologists who are facing role changes and can reduce the danger of home economics extension reorganizations being seen as a woman's issue. CHEA can also play an important role—as a clearinghouse for information, a supporter in lobbying efforts, and a facilitator of professional development. □

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HEALTH *in transition*

Trevor Hancock

Abstract

A major transformation of our society is under way. In the health field, this manifests itself at the personal level in terms of holistic health and self-actualization. At the societal level it is manifested by community development approaches to health problems and a strengthening of the community's mediating structures. At the national level it is manifested by increased awareness of the inter-dependent holistic nature of our society and its problems, and the recognition that health depends upon health-promoting policy in non-health policy sectors. There are many new roles for health professionals in this emerging society, and in bringing about the transformation.

Résumé

Une transformation majeure de notre société est en marche. Dans le domaine de la santé ceci se manifeste au niveau personnel par la santé totale et l'actualisation de soi. Au niveau de la société elle se manifeste par des approches développées par la communauté aux problèmes de la santé et un renforcement des structures médiatrices de la communauté. Au niveau national elle se manifeste par une conscience agrandie de la nature solidaire de la santé totale de notre société et de ses problèmes, et par la reconnaissance que la santé dépend d'une politique de promouvoir la santé dans les secteurs non engagés dans la santé. Il y a beaucoup de nouveaux rôles pour les professionnels de la santé afin d'accomplir la transformation dans cette société émergente.

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Before considering the transformation that health seems to be undergoing, it is important to examine the changes that are affecting society itself. For how we think about health, and the sort of health care system we create will depend upon our mode of thought in general, our values, and the sort of future we create.

There is widespread agreement, at least in the futurist literature and increasingly in the public forum, that society is undergoing a major transformation (Ferguson, 1980; Harman, 1979; Henderson, 1978; Roszak, 1978). Robertson (1978) suggests that three historical periods are coming to a close at the same time. These are the 2000 year Christian era; the 500 year era of the Renaissance and the Reformation, with their individualistic, masculine, rational, scientific, expansionist values; and the 200 year period of the industrial revolution and the emergence of representative political democracy. He believes that:

> The old structure has become institutionalised and sterile; conditions have been created in which a new movement, capturing new energies, can spread and flourish; the new movement will be based on the urge to break through to more direct contact and communion with reality; the new movement will become self sustaining in ways that owe comparatively little to the dominant mechanisms and motivating drives of the age that is passing.

These writers see the transformation in terms of new personal values, a personal transformation based upon humanistic psychology and self-actualization, together with a greater sense of social responsibility and community centeredness, and a renewed ecological awareness of our relationship to our environment and the planet. Robertson has characterized this as a sane, humane, ecological (SHE) future.

There are other transformations possible, in particular a transformation towards a highly technologically dominated society (Bell, 1976; Kahn, 1982; O'Neill, 1977). This future, what Robertson dubs the hyper-expansionist (HE) future, is characterized by the colonization of space, increasing application of high technology, a move towards a service economy, the preeminence of a professional elite, and continued economic growth and exploitation of the earth's resources.

Recently, Naisbitt (1982) has identified ten "megatrends" based upon content analysis of community newspapers in the U.S. for the past decade. The ten trends he identifies, while not clearly identifying one transformation to the exclusion of the other, are broadly supportive of a move towards a personal and societal transformation, the one that Robertson has characterized as a SHE future.

Transformation in the Health Field

Even a cursory examination of the health field will convince us that these two broad (and to some extent conflicting) transformations are apparent here as elsewhere. In exercises that I have conducted with workshop groups, it has been my experience that while the majority of people believe that the high-tech future is probable, the majority of them would find the personal transformation future preferable. This view is not restricted to those already involved in the personal transformation future, but applies equally to those in hospital administration who are very much a part of the present system, and of the technological trend.

What evidence is there of this transformation in the health field, and what are the implications of this for the future? I will consider the evidence in three broad categories, in line with those I outlined earlier — self actualization/holistic health, community/social responsibility, and ecological awareness.

Personal Transformation

It is in this area that perhaps the greatest strides have been made in recent years. The dangers of professionalization of our traditional health care system have been outlined (Illich, 1976; Mendelsohn, 1979); a new interest in "high level wellness" and personal responsibility has mushroomed (Ardell, 1977); and a whole range of new "holistic" practitioners have emerged, intent upon treating body, mind, and spirit in an integrated way. The growth in their popularity, indicating a major failing of Western allopathic medicine, has even led to a prediction that medicine as we know it has come to an end (Carlson, 1975).

The growth of the holistic health movement has not been without its problems (Guttmacher, 1979). Nonetheless, it seems clear that holistic medicine is here to stay. Taken together with the growth of the "consciousness" movement, the recognition that self-actualization is the highest human need, and the belief that a sense of self-worth, control over one's environment and one's life are crucial for health (Albee, 1982), this aspect of the societal transformation implies a major rethinking of the role of health professionals. There will be far more "guided self-management" (M. Weinstein, personal communication, 1983) with many different professionals and others involved in the process of guiding people towards a greater ability to manage their own health. As does a guide on any journey, the helper will be hired for that portion of the journey with which the traveller is unfamiliar, but will not be needed for much of the journey, and will not be needed for repeat trips.

Social Transformation

As was noted above, a sense of power and control over the events of one's life and the state of one's environment are crucial to health and well-being. It is in this area that major changes are only just beginning to be made. The increasing tendency of governments in Canada and elsewhere in the Western world to preach personal responsibility have not yet taken into account the fact that if responsibility is to be exercised fully, the individual and the community must have both information and power. Thus, a crucial aspect of the transformation will be the empowering of individuals and communities, not only in the field of health but in areas such as housing, education, economic development, transportation, and many other fields of human activity (Berger & Neuhaus, 1977). The role of "mediating structures" in our daily lives will have to be enhanced (mediating structures include the family, religious, voluntary, and social groups). Our expanded concept of health, (Figure 1) which will include all of human activity (Hancock & Perkins, 1984) means that increasingly groups of people in the community are recognizing that their health is dependent upon their ability to influence the quality of their housing, the health enhancing or health-harming attributes of their community environment, the availability and quality of work, and the provision of health and other social services in the community.

The work of John McKnight and his colleagues at the Centre for Urban Affairs in Evanston, Illinois indicates the sort of approaches that will become more prevalent (McKnight, 1978). He describes how a low income community in Chicago realized that even though they had won control of

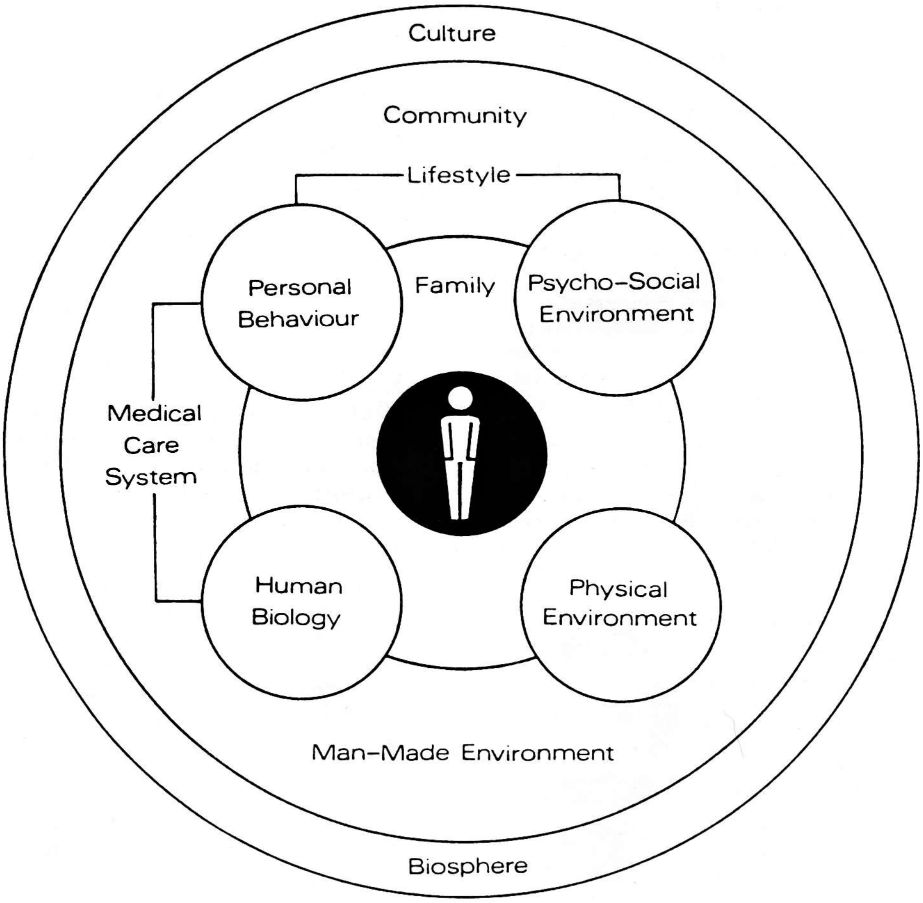

Figure 1. The mandala of public health.

their local hospitals their health was not improving. The answers to their problems included organizing the round up of stray dogs, pressuring City Hall to change traffic flows and patterns in the neighborhood, and building greenhouses on the roofs of apartment buildings to grow their own food. A long way from traditional health concerns! The lessons learned by these pioneers of community development are now being applied in Toronto, whereas the Department of Public Health has eight community health workers whose job it is to help mobilize and organize the community so as to improve health. The purpose is not to provide services, but to help the community to help itself, in any area which the community feels effects the health of its members. Again, the implications for the role of "the caring professions" in the community are profound.

Ecological Transformation

As in the case of personal and social transformation, the lessons that are being learned and applied in this aspect of the transformation are not new. Indeed, much of what is involved is simply a rediscovery of old values and beliefs. The recognition that our health depends to a great extent upon our total environment was well recognized by Hippocrates in his writings some 500 years BC. The last great flowering of this realization was the 19th century public health movement, which arose in response to the health problems created by industrialization. But the lessons from that time were overshadowed and replaced by the discoveries of Pasteur and Koch in the latter part of the 19th century. The growth of bio-medical and technological approaches, and the unicausal model of disease held sway until recent years. Happily, we have recently come to our senses. In 1974, the Canadian government in its report *A New Perspective on the Health of Canadians* (Lalonde, 1974) clearly indicated that the health care system was only a minor determinant of people's health. The report made it clear that future improvements in the health of Canadians would result in improvements in their individual and collective lifestyles, and their social and physical environments. While the emphasis, as noted above, has been very much on the lifestyle/personal responsibility side of things, a renewed interest in the environment has been growing.

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and the state of one's environment
are crucial to health and well-being.

In 1977, the World Health Organization adopted a goal of "Health for All by the Year 2000." This goal was to be implemented by means of the primary health care strategy, which was based on a multi-sectoral approach, community development, and appropriate technology. The multi-sectoral approach, as explained by Dr. Halfdan Mahler (1981), the Director General of the World Health Organization, recognizes that "Health for All is a holistic concept calling for efforts in agriculture, industry, education, housing and communications just as much as in medicine and public health" (p. 6). And further recognizes that "Action taken outside the health sector can have health effects much greater than those obtained within it" (p. 8).

I have termed this approach "healthy public policy." A public health policy, concerning itself with the present state of affairs, and without "questioning the givens" creates a sickness care system based on an analytic/sectoral approach which seeks to deal with today's health problems. A healthy public policy, in contrast, seeks to create a healthier future by recognizing the holistic nature of health and the need to integrate all aspects of public policy so as to create a more healthy future. This "questions the givens" of our present society (Hancock, 1982).

As examples of healthy public policy, let us briefly consider energy policy and agricultural policy. There is good evidence that most if not all forms of energy production have adverse environmental consequences. There is also evidence to suggest that the environmental consequences of a "soft energy path," one which focusses upon conservation, and generation from renewable sources not only reduces the overall energy consumption, but also generates that energy from environmentally less harmful sources, and at the same time creates more work and disperses that work throughout the community (Lovins, 1977). Since unemployment is itself a major health hazard, an energy policy which creates more employment could be said to be more healthy. In the field of agricultural policy, there is clear evidence that a prudent diet (high fibre, low fat, low refined carbohydrate, low meat) would reduce deaths from heart disease and cancer. If our agricultural policy were geared to producing such a healthy diet, we would be able to use our farmland less intensively, would be less dependent upon pesticides and artificial fertilizers, and would thus have not only a healthier diet but also a healthier agricultural ecosystem.

Once again, if the major improvements in our health are to come from non-health policy sectors, there are profound implications for health workers. Perhaps we need fewer doctors and more agrologists!

Transformation Roles for Health Professionals

If I am right in arguing that a transformation is under way in the three broad areas identified above, and if I am right in believing that such a transformation is beneficial to health, then we must ask what is the role of health professionals in the future. In part, the answer is that the role will be diminished. If the health care system is not a prime determinant of health, if our high-tech medicine is causing problems and is more expensive than we can afford, and if personal and community responsibility is to be encouraged, then we clearly need fewer health professionals in general, and in particular fewer highly trained professionals. Indeed, one of the interesting outcomes of exploring alternative futures for the health care system is that in every major alternative future contemplated, the role of doctors is reduced. The role of other helping professions will increasingly move towards that of helpers, guides, educators, community workers, and the like. At the same time, we will require a far broader range of people with helping skills, people who will be more generalists than specialists, although with perhaps a specialist orientation. And we will need people with a broad

(Continued on page 16)

The Role of Political Action

in transforming institutions

Amy F. Williams

Abstract

Political action to transform an institution may be directed to the partisan political arena to initiate or amend legislation and regulations governing the institution, or to management and policy-making bodies, to change procedures and practices within the institution. The pattern and structure of decision making within the institution must be understood. To ensure the success of any change in an organization, the support of the staff and management must be obtained by carefully preparing the way for change and by consulting those who would be the most affected by the transformation.

Résumé

L'action politique en vue de la transformation d'une institution peut être dirigée vers l'arène de la politique partisane pour introduire ou modifier la législation et les règlements directeurs de l'institution, ou bien vers les organes d'administration et de direction, pour modifier les méthodes et les procédés au sein de l'institution. Il est important d'être bien renseigné sur la tendance et la structure de la prise de décision à l'intérieur de l'institution. Pour assurer le succès de toutechangement dans une organisation, l'appui du personnel et de la direction s'obtient par une élaboration soignée du procédé de changement et par la consultation de ceux que la transformation de l'institution toucherait de plus près.

Prior to discussing the role of political action in transforming institutions, certain terms must be defined for the purposes of this article. The word *political* may be described as that which deals with power relationships between individuals and groups, the art and science of government, the influencing of government policy, the winning and holding of the control of government, and the competition between individuals and groups for power. An *institution* may be described as a society or corporation of public character.

Political action takes place not only in the public and partisan arena of government but inside institutions amongst individuals, who as professionals and as staff members, compete for position and lobby for change.

Political action to transform an institution may be divided into two areas: external and internal. External action is directed towards initiating and amending legislation and regulations of government. Internal action is aimed at influencing institutional management and the governing and policy making bodies, as well as colleagues, superiors, and those in decision-making positions.

External Action

All institutions are governed by a myriad of laws and accompanying regulations. The level of government responsible, or jurisdiction, is determined by the institution's role. Hospitals, educational institutions, social welfare agencies, many non-profit associations, and most commercial enterprises are governed by provincial law, with possibly local or municipal regulations or by-laws. Canadian federal law covers, among other areas, banks, communication, transportation, some pensions, family allowances and taxation, some national non-profit organizations, and of particular importance to this discussion, certain areas under the responsibility of the federal departments of Consumer and Corporate Affairs, Agriculture, and Health and Welfare.

Several steps are common to both internal and external action. Contemplating action presupposes a problem which must first be analyzed with special attention being paid to the causes and obvious avenues for improvement. The first question to be answered is what governing body, legislation, and/or regulations appear to be involved in the problem area, and consequently responsible for initiating change.

Let us assume that the problem, its cause, and potential solution are based in the legislation governing the institution. The particular laws must be analyzed, suggested amendments discussed, and a draft proposal directed towards the responsible government department. A letter to the minister, having the official support of the institution, will often start the process of change. The letter must explain the problem clearly and emphasize the human hardship or administrative burden caused by the existing legislation.

Realistically government does not ordinarily amend legislation and regulations without rather extensive public pressure; community support must usually be gained. This support is most useful as elections approach and those in office are anxious to keep their positions of power. Soliciting support by inviting interested individuals, other institutions, and community organizations to write letters to the responsible members of provincial legislatures and/or the Canadian House of Commons will assist greatly in initiating change. Particular attention should be given to the local representatives and meetings should be arranged to explain the need for the change.

Internal Action

The analysis of internal action is much more complicated than external action as it deals with individuals, their needs, ambitions, talents, and weaknesses, as well as their particular responsibilities in improving and instituting change in their particular place of work. In many cases working

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towards the solution of a problem affected by government legislation must go through a complicated internal process before approval is obtained to forward a proposal to government recommending the instituting or amending of legislation.

The major thrust of this article will be to share the experience of a group of professionals in various fields who were invited to tell of their particular involvement in bringing about change in the institutions in which they were employed. Those interviewed fell into two major classifications: senior management who received policy direction from a board of management or community representatives; and professionals in middle management who had a direct superior with whom there was a reporting responsibility, and colleagues and co-workers at the same or similar level of seniority.

The situations faced in problem solving were very similar regardless of the type of institution in which the individuals found themselves, although situations differed with the level of seniority and responsibility of the person interviewed. The problems faced by those dealing with boards of management differed significantly from those who had to deal with their "boss" or immediate superior.

About a dozen individuals were asked that if in their work situation there was a procedure or process in which they would like to make a change, how would they go about it, and what obstacles did they think they would have to overcome.

Senior management. Those who were top managers, responsible to a policy-making board, indicated that a suggested change had to be discussed first with those staff members who would be ultimately affected and then with every board member who would be asked to support the new policy. "Be sure of your facts before you start," was said by each person interviewed. "Take your time; don't push too hard," was also repeated. One senior professional noted that it was important not to bring a matter to the board before in-depth preparation had taken place, as it was much more difficult to gain support for a proposal "the second time around."

In one case a woman said that she felt it advisable to have her idea put forward to the board by a male colleague as it "would be more apt to be accepted." This is a sad commentary on our society, but the individual added that the situation was improving as there were more women board members.

*The interplay of personalities . . .
plays a key role in the success of any move
to change established procedure.*

Professional/middle management. Some of the steps suggested were the same in this classification as those mentioned by senior management. The first step is to bring the problem to the immediate superior. However, it was clear that the type of superior with whom they had to deal had to be assessed before this initial step could be taken.

There were two kinds of persons with whom middle management professionals had to deal; those persons who meet regularly with their staff members and those who completely separate themselves from the personnel for whom they are responsible. Two extreme cases were vividly described: one a university president who joined faculty and administrative personnel for lunch and thus was constantly informed of problems and their solutions; and a bank president who had the elevator cleared of other employees before going up to his top floor office. The means of bringing problems to these two people would obviously be vastly different.

In dealing with immediate superiors it is most important that they not be made to feel personally threatened by a suggested change, as they will not be receptive to a new idea if their own positions or performances appeared to be at a disadvantage. One person interviewed suggested that one could handle the matter in such a way as to make it appear that the suggested change came from the superior rather than from oneself, remembering that credit for the idea would have to be sacrificed. Often an individual who has been in a managerial position for a long time may feel particularly threatened by a new employee, even though the first few months spent by the new employee in the job may produce the most creative changes.

The interplay of personalities of staff members and management personnel plays a key role in the success of any move to change established procedure. The analyzing of these personalities is essential.

Patterns of Decision Making

In addition to understanding the interplay of individuals within an institution, it is necessary to ascertain the pattern by which decisions are made. Each organization has its own structure which influences how changes can be made. The usual pattern is hierarchical with suggested changes coming from the lower levels and final decisions coming from the top. Working for change within a hierarchical structure is most effective if one gains support for innovations at the base of the pyramid in order to exert pressure to move suggestions through the system. One individual in a university expressed the opinion that in most such discussions one assumed a hierarchical pattern of decision making but that this was not always the case. In this particular institution the major impetus for change comes from individual staff members, and the upper levels of management would act as support structures for the staff as a whole. One must be aware of the decision-making pattern before embarking or seeking support for a change.

In some large organizations, and occasionally in the public service, where levels of management are clearly defined, it may be impressed upon staff members that they should not enter into policy discussions with other staff members who are more than one level above or below themselves. This system often makes it difficult to bring new ideas up the scale in a decision-making pyramid. Success has been achieved by some staff members in such an institution by going to personal contacts in other departments who then are free to bring suggestions to the senior staff officer, thus bypassing the immediate superior. This process is known as zigzagging, and is, for obvious reasons, not fully recognized.

Many professionals and those in middle management who see the need for change have a most sensitive task of dealing with their colleagues, support staff, and superiors. Several interesting comments were made by those interviewed which dealt exclusively with the interpersonal relationships of individuals working together.

The most delicate relationship was with the immediate superior and the following caveats were given: one should never go quickly to the "boss" with a proposed change; opinions on the problem should be asked, a few ideas discussed, and if a proposal for change is mentioned it should be described in such a way as to prevent an immediate refusal to go further. Each step towards change needs to be prepared and taken slowly in order not to make the decision-maker feel negative or threatened. Support of one's peer group must be obtained before even taking the first step, and this support must be clearly expressed in the initial stages of discussion with one's superior.

While no member of the clergy was interviewed, several questions were asked about the bringing about of change within the church. As an example of how changes are gradually accepted, it was mentioned that as congregations become more accustomed to women in the clergy, the fact that the change was resisted is forgotten. Each denomination appears to have its own method of decision making; some changes are instituted by the consensus of the congregations and others are adopted by a hierarchy of laypersons and clergy. Churches tend to be conservative and the sensitivities of the clergy and parishioners must be treated with care, as the individuals have a personal and deep emotional investment in their churches.

Conclusion

Regardless of whether the move towards change in an institution is through the suggesting or the amending of legislation or regulations, directed externally to the partisan political arena, or internally to the staff and management, the most important factor to ensure success is the preparation of the way for change with the people who will be most affected. No individual will be willing to accept change, to co-operate with new policy directions and regulations if the feeling of security and personal worth in their own position is threatened or damaged or if future ambitions and plans appear to be spoiled. If a change is to be successful, the hopes and aspirations of those whom the change will most seriously affect must be a prime consideration in any political action to transform an institution. ☐

HEALTH *in transition*

(Continued from page 13)

understanding of how public policy in other sectors can promote health.

But there are also important roles that professionals can play here and now in bringing about that transformation. Robertson (1978) suggests ten roles for those who will bring about the transformation of our present society.

These transformation roles are:

- **demolition** — speeding the breakdown of the old system, by helping to make it inoperable and destroying its credibility
- **opposition** — opposing proposals that lead society in a hyper-expansionist or authoritarian direction
- **reform** — improving the old system, easing the transition by introducing change
- **construction** — creating and developing the growth points for a new society
- **liberation** — freeing oneself and others from dependance on the existing system
- **decolonization** — managing the collapse of the old system so that it is as painless as possible for those dependent upon it
- **enablers** — helping others to take more control over their own lives
- **exemplars** — changing ones own life to be more consistent with the emerging society
- **metaphysical reconstructionists** (paradigm shifters, ideological revolutionaries) — exploring and communicating new concepts appropriate to the emerging society
- **strategists** — working to ensure that all those involved in change are linked together, that the transformation is a widely understood, widely shared process of conscious evolutionary change.

If you examine these, I am sure that you will find that you are already involved in one way or another in bringing about that transformation. What Robertson makes clear, in a way that I find personally empowering, is that we do not all have to be doing everything all of the time. Each one of us, whether we are enablers, demolishers, or are simply involved in changing our personal way of life, is part of that transformation which holds out the hope of a healthier future for us all. ☐

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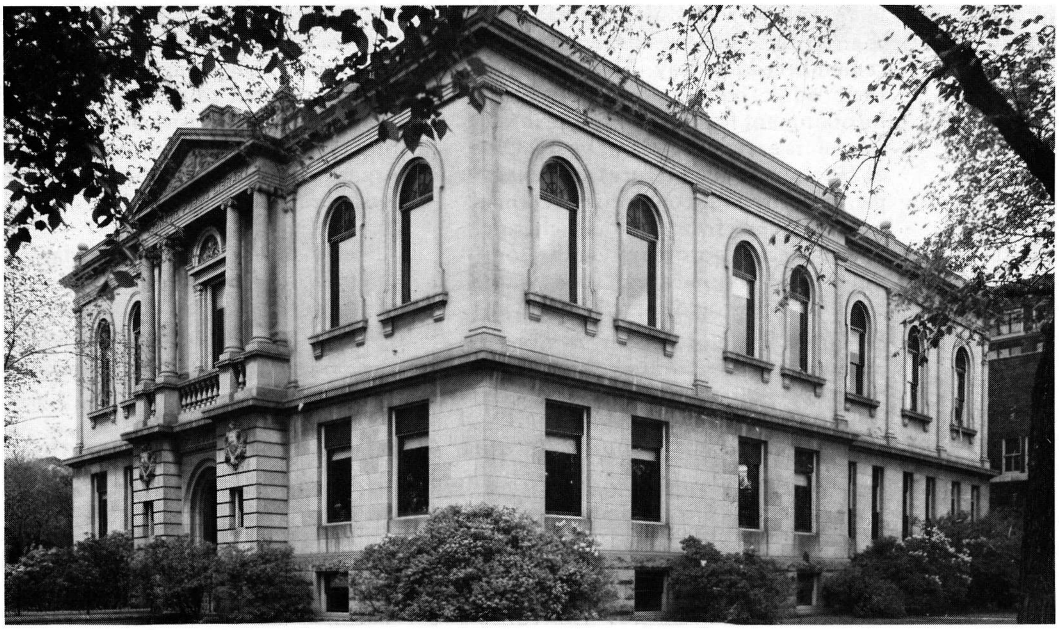
The Library Chameleon

Dave Jenkinson



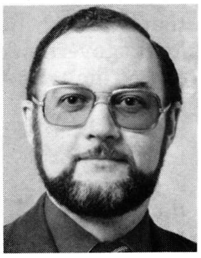
The William Avenue branch of the Winnipeg Public Library is an original Carnegie Public Library which opened in 1905.

Abstract

The free public library which serves Canada's families is an institution which is constantly evolving. This article speculates about how future events, especially developments in home computer and communication technology, might shape the direction libraries come to take.

Résumé

La bibliothèque publique libre au service des familles canadiennes est une institution qui évolue constamment. Cet article spécule sur comment les événements de l'avenir, surtout les développements de l'ordinateur à la maison et la technologie de la communication pourraient déterminer la direction que les bibliothèques prendront.



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A Look Ahead

The elderly couple walked slowly down the silent Monday morning street, arm in arm, in a manner which was as much a display of quiet, deep affection as it was a mutual need for physical support. Streets were virtually deserted though it was the time of day which the pair remembered being called "morning rush hour". Now, for most people, the workplace, school and home, were all the same unit.

If the couple had been asked to reflect upon the changes they had witnessed over their life time, they probably would have admitted that the transitions had been relatively quick: soaring petroleum prices, increased pollution, urban overcrowding, concerns about the quality of life, massive advances in computer and telecommunications technology linked to send society back to the days of cottage industries—but with a difference. Each of the "cottages" was linked, communication-wise, with every other one, and the global village that Marshall McLuhan had spoken of numerous decades before had become a reality.

The couple were not thinking of the present though as they made their way along the street. They were going to say farewell to a friend. As they neared their goal, warm memories suffused their minds. Many, including their own children, likely would have thought them odd, perhaps even dotty, for the object of their journey was a building—just an old, empty building slated for demolition that very day.

One portion of the old brick building would remain on the original site and that was the slab of polished stone on which three words had been chisled over a century ago to identify the building. The slab was to be planted upright in the ground like a tombstone to tell those who might care to know that at this location there once had stood a Carnegie Public Library.

The building had been old when, as recent newlyweds, they first visited the library. The wide stone steps, they noted, had been made slightly concave by thousands of feet which had already passed over them, and the library's bulky architectural style seemed passé when compared to the soaring lines of newer buildings which towered about it. Inside though, the building's age did not matter for over the years the library continued to offer new items and services which enriched first the couple's life and then that of their children as well. Like many newly marrieds, disposable income for entertainment was limited, and books of fiction and magazines pleasurably filled the recreational void. When the couple proudly bought their not-so-new first home, the library's how-to-do-it books stretched their renovation dollars, and various consumer guides helped them purchase wisely. Parenting books proffered advice, not always taken, as the family increased to five in number. Visits to the children's department were a weekly ritual for many years as the youngsters participated initially in preschool story hours and then later in video and film programs. As the children matured, they ransacked the library for science fair ideas and information about their constantly changing hobbies. A parade of animals might not have survived as long as they did without their young owners' access to the library's pet care books. Family holidays were planned with the assistance of the library's file of travel brochures and collection of the country's phone directories.

As more years slipped by, the couple's use of the library altered slightly. When a period of illness experienced by the wife kept her bedridden for several months, the library came to her with its shut-in service. When they resumed their library visits, the aging couple noticed that the hours the library was open seemed to have diminished and that some of the services, once free, now had charges attached to them. Hours of operation continued to shrink until the day a notice on the heavy front oak doors announced that within weeks the library would close permanently. Because the building was one of the city's original libraries constructed with funds donated by the nineteenth century philanthropist, Andrew Carnegie, the building was to be declared an historic site and would continue to be used for some yet undefined civic government purpose.

Within a short span of years other libraries closed one by one until the entire city library system had been dismantled. To those who voiced dissent it was pointed out to them, sometimes rather loudly, that libraries had continued to exist, but they had taken on new forms and were no longer housed in static buildings.

About a decade before as an anniversary gift the couple's children had given them Infotainment, an information/amusement centre which combined a sophisticated home computer and a television having the capacity to carry seemingly hundreds of channels. The couple initially looked at the keyboard and screens as nothing more than an expanded version of what they remembered as pay TV; however, their adult children had purchased Infotainment for them with the intention of its easing their later years. One of Infotainment's features, for example, permitted the couple to select their grocery needs from a "Food" channel and to place their orders via the computer with the nearest food warehouse which would then deliver what they wanted.

> *. . . libraries . . . watch for the precursors of change and try to anticipate the most socially appropriate directions to take in modifying their materials and services.*

Each year more services and amusements became available through Infotainment and what was viewed by many in the society as a luxury came to be perceived as another necessity. Some services were offered as options and carried with them extra fees; others were compulsory, but were provided free by the government. For instance, as urban pollution increased nationwide, all levels of government agreed that nonessential use of vehicules needed to be strictly curbed. Since grocery shopping from home was feasible via Infotainment, the government mandated that everyone would purchase their food needs in this fashion. There was considerable grumbling at first, but after a time, people began to appreciate not having to drive to and from stores or wasting time in checkout lineups.

It was Infotainment which had evolved into the new library. First the centre assumed the library's function of providing simple, factual information. No need to own a dictionary any longer! A quick query of the centre's "Dictionary" brought almost instantaneous definitions. The user did not even have to be able to spell the desired word correctly for the centre could take the spelling it was given and suggest the likely word being sought. Infotainment's dictionary was also superior to the old book form because it was always up-to-date with new words and definitions being added daily. Likewise, the need for homes to own other books such as atlases, almanacs, and directories disappeared. As Infotainment became more sophisticated, encyclopedias and other multi-volumed reference works were absorbed by the system and only became partially available in paper form as computer printouts. Traditional publishing of nonfiction gradually ceased so that ultimately all access to factual information was via Infotainment. Even newspapers and magazines became part of the centre's repertoire of services.

Poetry, drama and, in particular, fiction took longer to become a feature of Infotainment, not because the system could not handle them, but because these forms of reading had always been strongly associated in peoples' minds with qualities of format. Consumer resistance finally abated. Actually what made the difference was the improvement in home computer printers. Those who did not want to read their books on video display terminals, wallscreens, or computer generated microforms could use their home printers to produce something with printing on both sides of the pages resembling the books they remembered. Since authors were "writing books" directly on their own computers, they had immediate access to their editors via satellite connections. Those readers who wanted to be ahead of the best seller lists could "buy" into this process as books were being written and watch the books develop as editors and authors worked to create the final products.

Although there was general agreement that authors and publishers should be paid for their work, debate raged over who should provide the payment. The national government acknowledged that everyone had a right to certain basic services such as that of the dictionary. Provincial and local governments sometimes purchased limited distribution rights from publishers who, even though they no longer published, still bore their historic title. Acquiring these rights made it possible for a government to offer the services without direct user costs to those within its jurisdiction.

In a similar fashion, governments leased public reading rights from authors of fiction, poetry and drama. For an agreed upon schedule of fees, authors made their works available to Infotainment for unlimited readings over a defined period of time. Some very popular authors, whose works were read more often than others, wanted the fee schedule to be determined by the frequency of readings rather than the time period involved. Numerous authors were quite upset by the number of "book" copies that were being made on home computer printers during the lease period without payment being made to the authors.

Many readers were angry with the increasing number of authors who withheld their works from the public access part of Infotainment, preferring instead to sell them to one of the various "book clubs" in Infotainment that yielded significantly higher royalties to authors.

Their destination reached, the elderly couple watched with sadness as workers removed row after row of bricks while puffs of grey-white dust offered visible evidence of the sonic-hammer's effectiveness. Looking at the scene, the old man wondered when someone would come to dismantle Infotainment. Inside his head, the words to a song from a record that one of his sons had played again and again and again many years ago began to form in his mind.

The words, long forgotten, returned . . . . Karma, karma, karma, karma karma chameleon . . . . you come and go . . . . you come and go.

The Reality

The public library, as we presently know it, is really a creature of the twentieth century. Libraries have always been chameleons, adjusting themselves to their surroundings. Across the centuries, libraries have housed clay tablets, papyrus rolls, codexes, illuminated manuscripts, books printed from movable type and books consisting of pages microreproduced on sheets of acetate. With the exception of libraries established within commercial enterprises, most types of libraries cannot easily demonstrate that they are economic assets to their sponsors. School, college, university, and public libraries must all seek their major funding directly or indirectly from the public coffers. Additionally, because the impact of libraries' services is not as dramatic as that provided by other public agencies such as police, fire, or ambulance, the erosion of library services can occur with little public awareness. Such situations make libraries vulnerable to what may be short-term, future oriented goals of purse-string-holding politicians. Chameleons' coloration changes are protective in nature, and so are some of the alterations libraries periodically undergo. To make such a statement is not to say that libraries are simply reactive. On the contrary, libraries, that is the people who staff them, watch for the precursors of change and try to anticipate the most socially appropriate directions to take in modifying their materials and services.

In a recent issue of the *Canadian Home Economics Journal,* CHEA President Margaret Wallace (1984) presented a charge to members of the Association. "We must never lose sight of our goal to improve the quality of Canadian family life, and we must be prepared to take a stand on issues directly involved with that quality, at all levels" (p. 5). Such a statement would not have been out of place in the *Canadian Library Journal,* a publication of the Canadian Library Association. Libraries, be they school, university, or public, contain the potential to enrich Canadian family life in many ways. Yet the future does contain potential threats to how libraries will be able to serve families.

The story of the old couple who watched the end of their public library allows us to speculate about what the future might bring. The futurist Alvin Toffler (1983) speaks of the "electronic cottage" and notes that "the information revolution opens the way to transferring millions of jobs from centralized offices and factories into neighborhood work centers and even into homes" (p. 22). Toffler observes that some American experts have forecasted that by the mid-1990's some fifteen million jobs could be performed at home. Everything that the fictional elderly husband and wife encountered was nothing more than simple extrapolation of what is possible now or in the immediate future. All that is needed to actualize such a future is the economic and political will. For us, the question must be: What kinds of changes do we want to see?

Home economists, librarians, and other family oriented groups must join together to ensure that the future does not mean a return to the past and a two-tier society—those who can pay for the informational and recreational services of libraries and those who cannot. One of the antecedents of today's free public library was the subscription library of the nineteenth century wherein borrowing was conditional upon the payment of an annual fee. Then, as Gates (1976) points out, "any 'civil gentleman' was allowed to peruse the books in the library, but only subscribers could borrow them" (p. 56). Starr (1983) questions whether or not the "civil gentleman" will even have the perusal option in the future. He states:

> On-line services are being developed commercially, and the role of public libraries in the electronic provision of information is uncertain. Where the federal government provides such services for free, private companies are making a concerted effort to restrict its role. The results may be to make access to the electronic medium more restricted than access to the printed medium. (p. 155)

Obviously the advent of commercial computer based information services with their attendant charges could create real differences in the quality of library services given to families based upon their ability to pay.

And finally, those home economists who work in the rural regions of this vast land are likely already too familiar with the different and often lower level of public services available beyond the boundaries of major metropolitan areas. While some parts of Canada have outstanding rural public and school library services, in other segments of the country, families have virtually no access to libraries. Again, the future use of technology could help to remove this rural-urban gap, or it could widen it.

Keeping President Wallace's words in mind, each CHEA member must work to help determine the future coloration of the library chameleon so that the informational and recreational needs of all Canadian families are best served by this public resource. ☐

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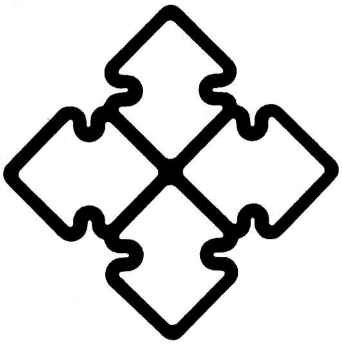
Transforming Social Institutions

Tim Sale



Abstract

A recent amendment to the Manitoba Child Welfare Act has facilitated the establishment of smaller, regional, volunteer-directed social services. The roots of transformation are based upon needs theory, the concept of mediating structures, and practical experience. The five major areas evaluated in the process of change are: mandate development, service configuration, staffing, finance and administration, and overall system management. Empowering the community through membership and elected boards increases sensitivity to groups and thereby increases the effectiveness of new policy.

Résumé

Un amendement récent au Manitoba Child Welfare Act (Protection de l'enfance) a facilité l'établissement des services sociaux qui sont plus petits, régionaux, et dirigés par des volontaires. A l'origine de cette transformation est une théorie des besoins, le concept des structures médiatrices, et l'expérience pratique. Les cinq domaines majeures évalués dans le processus de changement sont: le développement du mandat, la configuration des services, le personnel, la finance et l'administration, et un système de gestion global. En conférant le plein pouvoir à la communauté par moyen des membres et des conseils élus, on intensifie la sensibilité aux groupes, et ainsi, on renforce l'efficacité et la nouvelle politique.

In the summer of 1983, the Minister of Community Services and Corrections in Manitoba announced changes to the Child Welfare Act giving him the power to appoint the boards of Children's Aid Societies. This seeming minor amendment paved the way for a take-over, 3 months later, of the largest such agency in Manitoba, and the second largest in the country. At the same time, the Minister announced that the policy of the government was to establish smaller, regional, volunteer-directed agencies to replace the former large one, and that henceforth there was to be a strong emphasis on community based, preventive, family focussed services, in addition to the traditional statutory child welfare services. What were the reasons for and the roots of this change? Will it amount to a bureaucratic shuffle or is it part of a social transformation?

The system under study is traditionally called the Child Welfare System. In Manitoba, it spends about $50 million per year, caring for some 3,000 children and serving another 6,000 families. Most services in southern Manitoba have been delivered by private "Children's Aid Societies," with the government providing services in the northern areas, and by an historical anomally, to one urban area. These services are cost-shared with the federal government under the Canada Assistance Plan. More recently, the provincial and federal governments have concluded tripartite agreements with Status Indian Organizations to provide for the delivery of child welfare services to status Indians both on and off reserves. Because a large number of those receiving such services in Manitoba were status Indians, this has meant that the vast majority of all child and family services are now provided under private auspices. However, the funding for the on-reserve services to Native people comes from the federal government, with the province paying maintenance costs for those apprehended off reserve, but who return to their reserve for service.

The Roots of Transformation

The great leader Benjamin Franklin once said of change, "to get the old customs of a country changed and new ones, though better, introduced, it is necessary first to remove the prejudices of the people, enlighten their ignorance and convince them that their interests will be promoted by the proposed changes; and this is not the work of a day . . .". One of many possible examples from history of the resistance to change is found in the story of the cure of scurvy. Though Captain James Lancaster demonstrated and carefully recorded the beneficial effects of citrus juice in 1601 (none died in his ship; 110 died on sister ships in his command), it was 200 years later, and 48 years after a second experiment, that the British Navy adopted the innovation, and a further 70 years before the merchant navy did the same (Mosteller, 1981). Clearly, change does not come easily to large systems. In this article, we will be concerned with major systemic change, or transformation, not simply reorganization. Unfortunately, it is too soon to know whether or not the changes to be described below will in fact lead to a transformation, or whether through the natural pressure exerted by all organizations, noble goals will be deflected, and transformation reduced to reorganization. History, that rather depressing guide to reality, suggests that the odds are with head office.

Needs Theory

Writers such as Alvin Toffler state that we should understand social transformation as a paradigm shift; a fundamental change in the way in which we think about something. Paradigm shifts result from an underlying change of values and/or technology. These new values and technology must be shared widely enough for the new paradigm to become at least partially accepted by those who either make or shape social structures and social policy. In the broadest terms, such a shift has been taking place in the field of human services for at least 20 years, with its roots located in the

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works of theorists some years before.

Specifically, social theorists such as Goffman have suggested that we transact social relationships largely in terms of symbolic identities which we develop through many years of experience. These become our social shorthand, and to a great extent determine how we will react to a given person in a given situation. For example, if we expect a certain behavior, we consciously or unconsciously tend to call forth that behavior. Educational literature abounds with examples of experiments in which similar students behave differently and score differently depending upon the expectations of their ability. Stereotypes of persons with a variety of physical or intellectual handicaps are widely cited as conditioning the ability of such persons to reach their developmental potential.

As this theoretical knowledge became widespread, it began to be used at various professional training centres and to shape materials for in-service training of both staff and volunteers of many human services. The power of the materials lay in both their theoretical grounding and their self-evident truths. Many parents, children, and adults involved in services have had experiences of being dealt with as stereotypes or as less than competent. Perhaps the most creative force in the spreading of this new paradigm was the Canadian Association for the Mentally Retarded and its international and provincial counterparts. Through such training courses as PASS (Program Assessment of Service Systems) and Human Service Planning Courses, these associations played a major role in shaping the transformation of human services, including laying the groundwork for the transformation described in this article. In Winnipeg, the Social Planning Council (SPC) had further elaborated some of the above work into principles of human service planning. A resultant publication *A Reader In Prevention* (Social Planning Council, 1981) and the paper entitled *Principles of Human Service Planning* have been widely quoted and utilized in human service planning in Manitoba since 1980.

The first root of change then was theoretical, but it was theory that clearly conformed with human experience. While all its ramifications might not be obvious, it was seen to be founded upon ideas that anyone familiar with current services could readily understand, and many personally found to be true.

Mediating Structures

The second root of change lay in the developing literature of mediating structures. Sociologists Berger and Neuhaus (1976) wrote in a short essay that "mediating structures are the value generating and value maintaining level in society . . . without them, values become a function of the mega-structures . . . which is the hallmark of totalitarianism" (p. 11). This literature examines the role of such structures which include the family, voluntary associations, unions, neighborhoods, lodges, and religious groupings. In Canada, the Vanier Institute of the Family, and other Canadian writers such as Reuban Nelson express concern about the vitality of these structures in the face of overwhelming pressure from the mega-structures of the state and the transnational corporation.

These writers make the case that a vital democratic society depends upon strong mediating structures to provide a wide variety of opportunities for the formation of alternative views on complex subjects. In turn, individuals can then affiliate with groups which seem to most closely reflect their personal opinions and needs. Such structures are seen as standing between society-at-large and the individual. Most of this literature assumes a level of individual or group alienation from the power structures of society. In the simplest terms, they say that healthy people need healthy mediating structures, and a democratic society can only exist where such structures flourish. Berger and Neuhaus (1976) go further stating that if indeed there is truth in their analysis, then public policy should at minimum act so as not to harm mediating structures, and at most, employ such structures to the maximum possible extent in the meeting of community needs.

Again, in relation to the average member of the public, these ideas have the ring of self-evident truth, even though the implications are not always clear. The idea that our families, neighborhoods, lodges, and unions are bulwarks against large impersonal forces is appealing. Thus when government speaks of supporting the family, or maintaining the neighborhood, we are instinctively supportive, in spite of our scepticism.

Practical Experience

The third root of change is to be found in the practical experience of both individuals and the evaluative findings of researchers. In spite of the hopes and claims of many people, institutional solutions to major social problems do not seem to produce the expected results. Children taken into care often seem to experience major problems related to the care itself. Those who live in large institutions often seem to languish far from their developmental potential. Our best intentions seem to result in services which are both expensive and relatively ineffective. In the simplest terms, we find it hard to meet human needs for caring through professional and institutional models of care. That is not to say that we don't try, or that those trying have anything but the best of intentions. They often go to heroic lengths to meet needs, but the structures of services frequently conspire to defeat them.

For example, we frequently take children who are extremely needy, both emotionally and socially, and place them in group homes. There, they are faced with four to eight other such children, and are expected to relate to about eight adults who can be expected to last only from 1 to 2 years in the job. Frequently such children themselves move more than once per year. Viewed from the child's perspective, where is the support in this arrangement? Their relational tasks are much more complex than most of us face; there is a high degree of impermanence in those with whom such tasks are undertaken, and there is a high likelihood that the child will be moved, either because of their failure or success in the setting.

Finally, strong evidence has emerged in the past 10 years that services which are based upon the above theory can be developed and do work better. Writers such as Gottlieb (1981) and Warren (1980), with their many colleagues, have shown the effectiveness of services based upon the new paradigm. We are slowly building the bridges from theory to practise. Manitoba is one of the first jurisdictions to attempt to apply the above framework to an entire human service system. Our success will be dependent upon how well we manage this complex process of change, and upon our recognition that the implementation process will indeed be lengthy. We hope however to better the record of the British Navy.

The Manitoba Experience

In Manitoba in 1983, all the above trends, factors, and experiences were at work to create the necessary background for a climate for change. In addition, senior staff within and outside government, and of the Social Planning Council of Winnipeg had been informally developing a strategy for changes in the Child Welfare System. These groups were working towards a system which would be both community based and preventively oriented. A new Child Welfare Act was being developed to enshrine some of these ideas in law. Much work had been done by planners attached to major child welfare agencies to clarify the values and performance standards for a new system. However, no clear strategy was in place to move from this theoretical stage into actual implementation of a new system. Unfortunately, a continuing state of crisis in one major Child Welfare Agency led to announcements about the proposed changes prior to their formalization or the development of an implementation plan. It was at this stage that the government asked the Social Planning Council to become formally involved in the process. First, the Council was contracted to propose board structures and procedures for putting the new agencies into place. Ultimately, the Council was contracted to provide staff support to the entire implementation process over a 16 month period. How did the Council attempt to ensure that what ultimately happened was the transformation that was intended, and not simply a bureaucratic shuffle?

Critical Path Plan

Very quickly, we recognized that if significant changes were to occur, a large number of activities had to take place. For example, the principles which had been adopted suggested that a new act, a revised funding system, community based boards, radically different service configurations, a new management information system, and the development of new service strategies would all have to occur in order to support the new system. The management of these changes in terms of their sequence and their resource requirements was beyond any manual system. Over 470 discrete action steps were identified, some lasting a matter of days and others stretching over many months. Our first task became the identification of the full range of such activities and their placement within a critical path using a computer program mounted by the Manitoba Data Services.

To get significant change, great energy and some resources must be allocated to the management of that change itself; to the process of change, as opposed to its content.

This task list was then shared widely throughout the system, particularly with those who would have a key responsibility in carrying out the changes. After a second revision, the 28 working groups or committees which were struck were again asked to review their own particular task lists, and confirm or amend them. Finally, each working group is given a bi-weekly report form which lists the specific activities which should have begun by that time, and requests a status report. These reports are used to allocate resources to the committees as staff attempt to keep activities on target. To get significant change, great energy and some resources must be allocated to the management of that change itself; to the *process* of change, as opposed to its content.

As external circumstances have changed, and as tasks get completed either ahead or behind schedule, revisions are made to the Plan. It is currently in its third revision, and now calls for completion of regionalization in April, 1985, about 14 months earlier than the first version. This process has been well accepted by most parties, who report feeling that it has given a sense of order and direction. The Critical Path Plan also objectively shows the range of interdependencies in the system and increases the accountability of the many parties to the process. The current volume includes the task list, divided into 16 activity streams; lists of all committee members; and indexes to various key streams such as the task list for boards. Management of the plan is done by one technical support person, using about one day per week for tracking.

Major areas

Five major areas identified in the Critical Path Plan were:

- mandate development
- service configuration
- staffing
- finance and administration
- overall system management.

Under each of these headings, a variety of subjects required attention. For example, in the area of mandate, a new act was in preparation and new boards of directors had to be identified and developed. Under the area of system management, a new management information system and new protocols with external agencies were needed. Furthermore, each of these activities was at some point dependent upon other activities from other streams. Therefore the committee process and structure had to reflect a high degree of communication and interaction at various points in time. In spite of the obvious complexities, the critical path method has thus far served us very well, both as a management tool and as a means of giving people a sense of progress and a warning of impending blockages.

Commitment to Communication

While the Critical Path Plan was the primary management tool, the process style of the entire exercise had to be one of constant, open communication and collaborative decision making. The traditional style of linear communication from government to the community had to be replaced with a style of consensus-based discussion. Issues which would affect the new agencies had to be discussed with them before government decisions were made. Throughout, the process, the staff have had to emphasize the need for open communication, and for a process which does not focus on linear, top-down decision making. This is not a style to which government is accustomed and utilizing this style has required both patience and learning by all. We believe, however, that a fairly tight process, coupled with a commitment to open communication and problem solving are the process requirements for transformation to take root.

Empowering the Community

The central task in providing support to the process of transformation was to create a base of support and involvement in the community for the new agencies and the new approach to Child and Family Services. There were several distinct stages to this process. First, government staff and consultants developed a communications strategy to convey the message that there was something new going on. This included a new logo, a new service name (Child and Family Services) and a "moto" (Children and Families Belong Together). Secondly, the government committed itself to ensuring that the new boards were indeed community based. Of the 16 persons to be on each board, only three were appointed by government, with the remainder to be elected by a community membership who resided or worked in the community to be served.

Initial community forums were held in each area, hosted by the Minister, to give out information about the board election process. A call for nominations was sent out to the general public and to selected constituencies in the human service community. The Minister established a Nominations Committee, headed by the Chancellor of the University of Manitoba, and gave them instructions to operate at arm's length from the government in preparing slates for board elections. Ultimately, over 270 names were submitted and 105 put forward for election. At community election meetings, 60 were chosen for the boards of the five new agencies. At the same time that the nominations process went on, a membership drive was successful in recruiting over 2500 members to the new agencies. Many more were signed up on election night. In fact, members have continued to sign up, reaching a total of over 3,000 to date.

A commitment to open communication and problem solving are the process requirements for transformation to take root.

An auditor was present at each election meeting to supervise the counting of ballots and to ensure fairness. The result was five new boards with an incredible energy level, ready to become partners in the development of new services. Training events had an attendance of 90%, and to date the level of volunteer involvement has remained high. Membership on the boards includes some 21 Native persons, a wide range of community and professional people, and many highly skilled people who had not previously been involved in child welfare. The presidents in particular have committed literally hundreds of hours to their boards' development, as well as becoming a potent force in holding the process and the government accountable for indeed empowering the community to take charge of Child and Family Services.

More recently, the Native community, with government support, has elected a strong board of directors to develop a Native Family Services Agency which will both advocate for better services to urban Native people, and also contract with the regional agencies to deliver some services to Native clients. Thus Native people, who receive 38% of current services, are finally beginning to be in a position to plan and control significant elements of service delivery. This development continues the pattern of Native involvement in, and gradual control of services given to their people.

It is obvious that this process has within it some tension between the government's wishes for reform and the boards' needs for involvement and autonomy. Where does the legitimate interest of each group end? The key to managing this issue has been the existence of the Implementation Working Group, a committee made up of the presidents and executive directors of the new agencies, the senior staff and volunteer presidents of the existing agencies, the Director of Child and Family Support, and the Assistant Deputy Minister. This committee has met every 2 weeks as a management team for the process. As the boards have developed and hired their senior staff, it has become clear that this committee needed a stronger mandate. This now has been provided by the Minister and the committee has become clearly responsible for most of resource centres. This process will begin during the fall and early winter of 1984-85. Finally, staff deployment will occur during the winter with case-transfers completed and new offices opened by the early spring of 1985.

the implementation activities, rather than simply being a clearing house, with no executive authority. Nevertheless, there remains significant tension between the boards, who feel that they must establish and retain their identity, and the similarly obvious need for co-ordination of the overall process.

Each board is developing their own approaches to communicating with their communities, in order to build upon the new membership base. The key activity will be the local area meetings and development processes which will lead to the development of local

Summary

It is much too early to know whether or not the major changes outlined will indeed lead to transformation of a key social welfare system. However, it is not too early to state that without the above actions, it is likely that no significant change would have occurred.

The continuing dangers to the process are evident: move too fast and lose the community; lose sight of the new values and goals through the pressure to compromise; fail to allocate sufficient resources in the start-up period to allow for innovation and change in the new agencies. Many more such pitfalls could be mentioned. The central point is that unless a detailed process is elaborated to manage change, and unless that change is founded upon values held by at least the key people involved, and supported by some sectors of the community, reorganization, not transformation will result. Once again, students of social change will have fertile ground for speculations. ☐

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A Professional Act

for home economists

Gail E. Watson

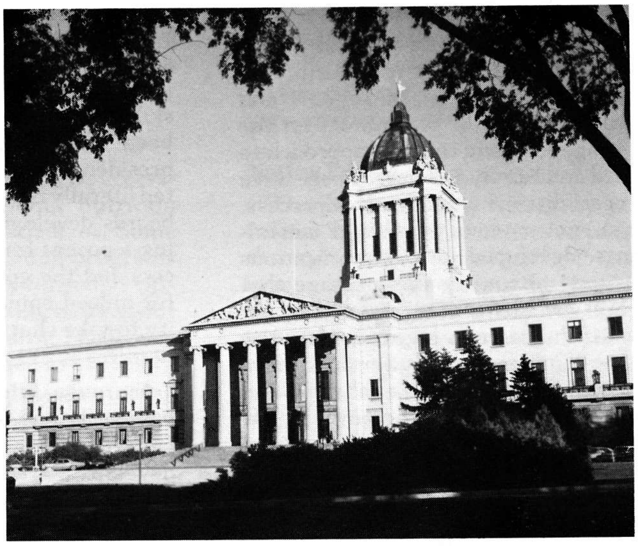

Photo Courtesy Manitoba Government Photo section.

Abstract

This article presents some thoughts on why home economists should consider pursuing professional acts in as many provinces as possible and relates what is taking place in this regard in Canada. Perhaps the profession has now matured to the stage where home economists can convince both themselves and provincial politicians that the profession should be regulated by provincial statutes. As home economists continue to work toward increased professionalism and exhibit greater commitment to career development the time may be right for becoming professionals in the legal sense.

Résumé

Cet article présente des raisons pour lesquelles les économistes familiaux devraient considérer la poursuite de la promulgation des actes professionnelles dans autant de provinces que possible, et rapporte ce qui se passe à cet égard au Canada maintenant. Il se peut que la profession a maintenant développé au point où les économistes familiaux peuvent se convaincre eux-mêmes et aussi convaincre les politiciens provinciaux que la profession devrait être réglée par des lois provinciales. Comme les économistes familiaux continuent à travailler vers un état professionnel agrandi et font preuve d'un plus grand engagement au développement de la carrière, le temps peut être propice pour devenir des professionnels dans le sens légal.

As professional home economists look to the future, some priority should be given to obtaining a legal professional act for home economists in every province. Unlike most other professions, home economists do not have provincial legislation which grants them professional status. We cannot really call ourselves *professionals* until this right has been legally conferred in each province by a legislative act.

We have always seen ourselves as professionals and have agonized for decades because others have not always shared our viewpoint. Some of the image problems experienced are undoubtedly a direct result of not being recognized as a profession by government. To some degree this has also affected our status in the eyes of other professionals, particularly those who are self-regulated by professional acts. If home economists are ever going to gain the respect and stature they deserve for the contribution they make to society, they need to be recognized as true professionals.

Gail Watson received a BSc (HEc) from the University of Manitoba and worked in extension for the Manitoba Government as district home economist, clothing and textile specialist, communications specialist, and director of home economics. Since 1978 she has been self-employed as a consultant and free lance home economist.

Why Seek Registration

In many ways the home economics profession may only now be mature enough for members to seek professional status. In the past, home economics has been primarily a female profession and this factor has influenced how some have viewed their careers. Many graduates have not felt committed enough to remain part of the profession throughout their lives. Some cease to belong to their professional association when they start to raise a family. Still others accept job opportunities in related areas and no longer call themselves home economists. Home economists who have not worked in salaried positions throughout their lives have sometimes put family priorities ahead of paying yearly professional association fees. Situations such as these have weakened the profession. Unlike male dominated professions, the majority of home economists have not spent all their working years practicing and working for the betterment of their profession. Even though society has reaped many benefits from the time, talent, and expertise of home economists, the profession itself and the home economics professional associations have not always received a similar proportion of these efforts.

Fortunately in today's world both men and women fully recognize the importance of belonging to, and supporting their professional associations. They realize the importance of networking, continuing education, job contacts, and the need for support and interaction with colleagues.

Recently it has become increasingly difficult for the consuming public to judge who is and who is not qualified as a professional home economist. As many universities across Canada now use different designations for the degree, the public has become more vulnerable. Degrees in home economics, human ecology, family and consumer studies, applied arts etc. are confusing to the general public. A professional act for home economists would do much to clarify the situation and provide the public with a clear definition of the field of practice, activities, and responsibilities of home economists. The public would be assured of high standards of service from those who would be eligible to call themselves home economists.

How Professional Acts are Obtained

Even though regulation of the home economics profession would be beneficial, it is neither a quick nor an easy process. Legislation governing professional practice is under the jurisdiction of the provinces. Because of this, the procedures and policies for the regulation of professions are different from one province to another. Similarly, the criteria used to determine whether a profession requires legislation varies. This means that the provincial home economics association in each province has to develop a unique act to correspond to the criteria and policies existing there, and then try to get it passed by their legislature.

From a government's point of view, the main reason for regulating professions is to protect the public. The regulations and control of standards for a profession protect the public against incompetence and fraud. The home economics profession will have to prove both the complexity of the practice, and the risk to the public because of the complexity of the practice.

Until recently most home economists worked in situations such as government departments and agencies, teaching, and business, where they were supervised. The risk to the public was generally minimal. However, as more and more services are provided by self-employed home economists, the risks to the public increase. Presently, the public cannot be sure that the person is qualified to provide the service/information, or that the person is in fact a home economist. Risks to the public from unqualified home economics practitioners are of three general types:

- Risk to health through misinformation from unreliable sources and false claims. For example, nutrient content, food safety, or use of household equipment and products.
- Risk to the economic well-being of individuals and families through poor advice on the selection and use of food, clothing, housing, household supplies and equipment, and unwise recommendations on management of resources.
- Risks due to unethical practices where advice on recommendations may be influenced by a monetary gain for the practitioner from kickbacks and/or bonuses from certain product lines.

Because these risks are not immediately life threatening, incompetence or fraud in the home economics profession is less serious than in some other professions. Nevertheless, risks do exist and it is up to home economists to clearly define them.

Considerable effort will be required in each province to obtain a professional act for home economists. In some provinces, it may not be possible regardless of the commitment and time spent pursuing the idea. In all cases, home economists will have to strongly support the idea and be convinced that regulation of the profession is worthwhile in order to convince politicians of its merit.

> *Even though society has reaped many benefits from the time, talent, and expertise of home economists, the profession itself and the home economics professional associations have not always received a similar proportion of these efforts.*

The Current Status

Obtaining legal professional status for home economists has been of interest to some home economics associations in Canada for many years. In Alberta, a committee was first formed in 1965, but they didn't really pursue a Home Economics Professional Act until 1971. Their progress was slowed considerably; in 1972 the Alberta government decided to investigate all aspects of Professional and Occupational Acts. Until the new guidelines and policies were announced in 1978, the government would not consider any new acts or revisions. Since then the Alberta Home Economics Association has been very involved writing the act, communicating progress to the membership, and soliciting input about the many important content areas of the act and regulations. In the spring of 1984, Alberta home economists approved a professional act and expect it will be dealt with at the 1984 fall session of the Alberta legislature.

In Manitoba a committee was formed in 1977 and began the task of studying the various aspects of obtaining legal status for the profession in 1978. The committee studied other professional acts in Manitoba and communicated the needs and benefits to Manitoba home economists. In 1983, the Manitoba Home Economics Association officially adopted a Code of Professional Conduct for home economists. The Committee is presently writing the first draft of an act.

In Ontario a committee was formed in 1982 to study the situation for the Ontario Home Economics Association. Presentations were made to inform members of their progress. At this time, the committee is placing emphasis on professional development.

The Canadian Home Economics Association (CHEA) has been involved in a supporting role. In March 1981, a sub-committee of the Professional Development Committee recommended that CHEA promote registration of home economists. In the fall of 1981 the CHEA Executive established a Task Force on Registration and Licensing of Home Economists. A final report was presented in February 1983 and is available as a reference for home economists in their study and pursuit of professional legislation. In addition, the report is intended to generate discussion among home economists and to further the understanding of registration and its many implications.

What Needs to be Done

Even though professional acts are a provincial matter, it is desirable to have consistency across Canada for some items. For instance, CHEA could develop a code of professional conduct that all provinces could adopt. At present, those developed in Manitoba and Alberta are different. In all likelihood there are, or will be, others unless one is sanctioned for all home economists in Canada. CHEA may also be able to assist in establishing standard academic guidelines so there will be portability of credentials from one province to another.

Each provincial home economics association that pursues a professional act will need evidence showing risk to the public from unqualified practitioners. Surveys that would reveal the amount of economic risk involved would be helpful. Evidence of health risks could be compiled across Canada for use in lobbying politicians.

As provinces move towards obtaining professional acts, CHEA needs to encourage and facilitate the development of a federated structure. Professional acts will place the responsibility for continuing education, competence, and professional practice under the control of the provincial associations. Without a federated structure, CHEA could well find itself competing with strong provincial associations for the membership dollar. A federated structure will clearly define the responsibilities of each level in the organization and will ensure that services will not be duplicated and that resource utilization will be maximized.

In a federated structure, a person who joins a local association, also becomes a member at the provincial and national levels. A joint fee structure in which each level receives a portion of the total is an important concept of the federated structure. When membership includes all three levels, the total fees can be kept at a more reasonable level. Because the overhead costs are fixed, the cost of servicing an individual member declines as the number of members increases.

How would this affect CHEA? At the present time, about one-third of the approximately 6,000 home economists who hold membership in one of the affiliated groups across Canada also hold membership in CHEA. Just think how much stronger the home economics profession and the national impact could be if all those 6,000 home economists belonged to CHEA. Just think about the very positive effect on the image. For those people who already belong to home economics associations at the local, provincial, and national levels; the **total cost** would be less than the sum now paid.

There will be difficulties implementing a federated structure. Firstly, home economists in very few provinces are organized in local associations that are integrated with a provincial association. In these cases, for example in Alberta, the provincial association is composed of representatives of the local associations and members pay one fee — with portions going to provincial and local levels. In most other cases, if a provincial association exists at all, it is a completely separate organization. A great deal of effort will be necessary to reorganize associations to enable a federated structure to become a reality.

The other troublesome factor to implementing a federated structure will be the increased cost for the individual who presently only joins at the local level. Membership numbers at the local level might decrease initially because some people will be unwilling to pay the higher fee of also belonging to provincial and national associations. Home economists will indeed be challenged to show a greater financial commitment to their profession than many are now prepared to do.

If we are serious about being recognized as professionals, we must be able to show that our professional associations are strong and that most practicing home economists are members. In addition to learning more about professional obligations and professionalism, we have the responsibility of recruiting new members for our professional associations. Strong professional associations with active programs and committed members will benefit all home economists whether, or not, professional legislation is obtained. ☐

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Canadian Home Economics Journal

Advertising Policy

The *Canadian Home Economics Journal* provides advertisers with the opportunity to inform the membership of CHEA about products and services which may be of interest to them in professional practice.

The following standards must be met by advertisements in the Journal:

- The content of advertisements must be ethical (ie. accurate as to detail), must not be critical of other products, and must not be deceptive or misleading.
- Statements describing the properties of products must be able to be verified by adequate experimental data that is available in current literature or from a reputable independent laboratory.

Advertisement from non-profit organizations may be published in the Journal without fee provided the following conditions are met:

- The content conforms to the published criteria for accepting advertisements and the content is compatible with the aims and objectives of CHEA,
- The space is not required for advertisements by CHEA committees or other CHEA purposes
- The material in the advertisement is informational *or*, in the case of promotional advertising for professional journals, when a reciprocal agreement exists for the exchange of advertisements.

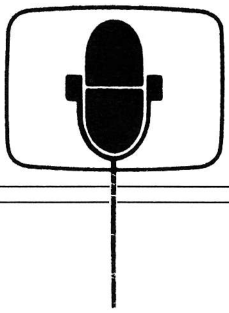
When the purpose of the advertisement is to raise money, fees will be charged at the set Advertising Rate Card rate less the advertising commission.

Right is reserved to place the word *advertisement* or other distinguishing mark with any paid announcement.

Inclusion of advertising copy in the *Journal* is understood **not** to constitute endorsement by the Canadian Home Economics Association.

The editors reserve the right to reject, discontinue, or omit any advertisement. ☐

Distance Education



by radio for urbanites

May Maskow

Abstract

University credit courses by Open College are broadcasted on Ontario's public radio station to students within a hundred mile radius of Toronto. Audio cassettes and telephone conferencing make Open College courses available across Canada. In February, 1985, a nutrition course will be offered as an elective credit for the Ryerson Certificate in Gerontology. As normally 50,000 listeners tune into Open College each week, this will provide an opportunity to advance public education in nutrition.

Résumé

Des cours universitaires pour accréditation de l'Open College sont transmis par les postes de radio publiques aux étudiants dans un rayon de cent milles de Toronto. Les cassettes et les conférences par téléphone rendent ces cours de l'Open College disponibles à travers le Canada. En février 1985, un cours sur la nutrition sera offert comme un crédit facultatif pour le Certificat en Gérontologie de Ryerson. Comme normalement 50,000 auditeurs écoutent l'Open College chaque semaine ceci fournira une occasion d'avancer l'éducation publique en nutrition.

Distance education, by its very name, conjures a mental image of students in remote areas responding to their hunger for education by intently trying to perceive some words of wisdom from some piece of audio-visual technology. But distance education also thrives in the heart of Toronto, with its more than three million population. In this urban setting students use their radios to take university credit courses. They work towards professional certificates or degree programs in the comfort of their own living rooms. In addition, any listener can gain knowledge informally, simply by tuning into Open College on CJRT-FM.

CJRT-FM is Ontario's own brand of public radio broadcasting; it has no commercials and receives 60% of its financing from the Ontario government and 40% from listeners. Its mandate is to provide programming in classical music, jazz, and education, for a small, but select audience that appreciates the station enough not only to listen, but to support it financially. Other programming features include Science Journal, On The Arts, stories and music for children, blues and folk music, weekly speeches of The Canadian Club, and the BBC News.

The educational part of CJRT is operated by Open College, which has some of the characteristics of the Open University in Great Britain. Since 1971, Open College, which has a formal academic link to Ryerson Polytechnical Institute, has been broadcasting informal programs and credit courses aimed at satisfying community needs and helping listeners to further their educational goals.

Two continuing education certificate programs, Gerontology and Public Administration, have been launched with students taking the major portion of the courses over radio. In addition, several arts and science courses, credited by Ryerson and York University, have been offered.

Students listen to the one-hour radio programs, complete assignments, attend weekend seminars at Ryerson and write an examination. Courses are broadcast in the afternoons, then repeated in the evenings and on weekends.

Each student is assigned to a tutor who meets students for tutorials at weekend seminars, marks assignments, and is available to answer students' questions by telephone. A workbook, outlining each program and containing a bibliography is provided. The course fee includes texts. While actual class size varies, the number of persons who tune in regularly to Open College courses is estimated by the Bureau of Broadcast Management to be 50,000.

The majority of students are from the area within the broadcast range of the CN Tower, a radius of 100 miles. But others throughout Canada can take Open College courses by cassette. Registrants are provided with from 20 to 48 one-hour audio cassettes, texts, and workbook. Assignments and examinations are mailed to Open College, a tutor is available by telephone, and students travel to Toronto for weekend seminars, attendance being compulsory for some of the courses.

In 1982 an extension to the cassette course was begun. Gerontology I and II courses were taken in the cities of Timmins and Sault Sainte Marie in Northern Ontario, by groups large enough to make a class. Instead of students travelling to Toronto, tutors went to these cities to conduct weekend seminars. They took with them audio tapes of the special presentations of experts in the field, given at Toronto seminars. After a discussion of these presentations the expert in Toronto joined the class by conference telephone, to answer questions and provide opportunity for further discussion.

In February, 1985 a course in nutrition, Nutrition and Society, will be offered. This will be a one semester, introductory college level credit course for non-nutrition majors.

May Maskow holds a BEd from the University of British Columbia and a MSc from Cornell University. She is a past-president of CHEA and is currently an independent consultant.

It is an elective credit course for the Gerontology Certificate Program, and is credited by the Food, Nutrition, Consumer and Family Studies Program at Ryerson for persons taking a nutrition course, but who are not registered in a departmental program. Like all courses offered by Open College there are no prerequisites.

Nutrition and Society will consist of 24 one-hour programs and one non-compulsory weekend seminar. In the following year it will be offered by cassette. It may be of interest to home economists in the Toronto area who wish simply to turn on their radio to update their nutrition information and, when available by cassette, to teachers across the country, who, because of the complications of decreased enrolments and contract agreements, find themselves teaching nutrition, with very little formal background.

There is a wide variety in the backgrounds of students who take Open College courses. In age, they range from 18 to 83. Shift workers find these courses convenient because of the times at which the courses are repeated. Women at home with small children find they can manage an Open College course, and for some it has begun the road back to the workplace. People who lack the initial confidence to go to university as mature students have taken their first course through Open College, and have gone on to complete degrees at a number of different universities. Seniors who have never taken a college course enjoy Open College because of its non-threatening nature.

Open College breaks distance barriers to education that cannot be measured in kilometers or miles.

For the adult in the Toronto area who wishes to be part of an educational experience, but doesn't need a degree or does not want to make a commitment to be in a particular place each week, Open College courses meet these real needs. There are no deadlines, no demands, and no bureaucracy; all one needs is a FM radio. ☐

Call for Nominations

Honor Award

The Honor Award is CHEA's most prestigious award. It is awarded from time to time to a member of the Association who has

- made a distinct contribution in furthering the aims and goals of the association, and/or
- shown outstanding accomplishment in a field of home economics.

The award recognizes qualities of integrity, scholarship, breadth of knowledge, experience, leadership, and service to the community. There is no limitation as to age, but the candidates must have at least ten years of active membership in the association.

Knowledge of the nomination must be held in strict confidence by those making the nomination. Information concerning the nominee is not to be obtained solely from the nominee but from other CHEA members, non-member associates, professional curriculum vitae, etc. Unsuccessful nominations may be redocumented and submitted again in subsequent years.

Honorary Membership

Honorary membership is awarded from time to time to distinguished individuals who have made noteworthy contributions to some aspect of the profession of home economics but who do not qualify as a home economist.

The candidate for this honor will be someone from an allied professional or technical group who has contributed to furthering the stated aims of the profession or who has come to be associated with home economics in a manner which has been mutually beneficial and rewarding. At no time should there be more than three honorary members of the Association.

* * *

Nominations for both Awards shall be made to the Chairman of the Awards Committee by any six members in good standing, by February 28, 1985. For the Honor Award, one of the six must be on the Board of Directors.

Nominations are being received now for 1985.

Forms are available from CHEA National Office,
805–151 Slater Street, Ottawa, ON, K1P 5H3

On demande des candidatures

Prix d'honneur

Plus haute distinction que confère l'ACEF, le Prix d'honneur est décerné périodiquement à un membre de l'Association qui a

- contribué de façon exceptionnelle à promouvoir l'objet et les buts de l'Association et/ou
- enregistré des réussites remarquables dans son domaine de spécialisation en économie familiale.

Ce prix vise chaque vois les qualités suivantes: intégrité, excellence, étendue des connaissances, expérience, leadership et service à la communauté. Il n'ya pas de limite d'âge, mais les candidat(e)s doivent être des membres actifs de l'Association depuis au moins dix ans.

Les parrains d'un(e) candidat(e) sont tenus de préserver le caractère strictement confidentiel de leur démarche. On se renseignera sur le (la) candidat(e) non seulement en l'interrogeant, mais en s'adressant à d'autres membres de l'ACEF, et à des associés non membres, en consultant les antécédents professionnels de l'intéressé(e) et d'autres sources. Les candidatures qui n'ont pas été retenues peuvent être reformulées et présentées de nouveau ultérieurement.

Membre honoraire

Des personnalités non spécialistes en économie familiale peuvent parfois recevoir le titre de membre honoraire pour leur contribution insigne dans certains secteurs de la profession.

Le (la) candidat(e) à cette distinction vient d'un groupe professionnel ou technique apparenté. Il (elle) a contribué à promouvoir les objectifs de la profession ou, par ses propres activités, a été associé(e) à l'économie familiale de façon mutuellement fructueuse. L'Association ne doit en aucun cas compter plus de trois membres honoraires dans ses rangs.

* * *

Il revient aux membres de l'ACEF de présenter des candidat(e)s pour ces deux honneurs. À cet effet, six membres en règle doivent proposer des noms à la présidente du Comité des prix et bourses au plus tard le 28 février 1985. Pour le Prix d'honneur, un ou plus des presentateurs doit être membre du Conseil d'administration.

On peut se procurer à l'adresse suivante les formules à remplir pour la présentation des candidatures à ces honneurs au: Bureau national de l'ACEF, 805–151, rue Slater, Ottawa, K1P 5H3, Canada.

Choosing a Microcomputer

Shirley N. Jones

The computer and computerized technology with its ramifications are drastically changing the world around us — the world of work, the home environment, and the structure of our society. One cannot afford to disregard these changes or hide from them in the hopes that they represent a passing fad. How can microcomputers help you in your various roles both in business and in the home? A microcomputer can: process textual and numeric information at incredible rates of speed; hold thousands of bits of information; repeat the same operation over and over again; maintain an innate reliability and accuracy of performance; and link to other pieces of equipment such as printers, modems, and measuring devices.

With the development of the silicon chip, these capabilities are available to you in a portable form for as little as $200 (although the average is closer to $2000, depending on how you wish to use the machine). What features should you be looking for in a microcomputer and in the software to operate it? The best advice available is to shop around. Decide on the features that you personally need and then find the software and the hardware that will satisfy these needs. Since most microcomputers will run word processing, data management, and spread sheet types of software, as well as games and computer-assisted instruction, it is wise to choose the software first and then select the hardware that will run the software.

If the need is to balance a cheque book, keep recipes, and file a Christmas card list, then a $10 calculator and two $5 card files are probably sufficient. If the need is to play with BASIC programming in order to understand how a computer works, then a $200 computer could be sufficient. If the need is to provide an educational resource for preschool and primary-aged children while also keeping books and writing business letters for a free-lance, home industry; then a microcomputer with a color monitor and a letter-quality printer — an outfit that will cost you between $1500 and $3000 — is indicated.

It is advisable to explore reputable computer stores rather than department and electronics stores in order to find sales people who are computer literate. Ask to see the software and the hardware in action, and try using it personally. There is value in taking a computer awareness course before making a purchase.

Selecting Software and Hardware

Some suggestions for selecting software include:

- There should be good documentation.
- The manual should be easy to understand.
- There should be a help function within the program.
- The screens should be clean and uncluttered.
- The on-screen instructions should be easy to understand.
- The content should be accurate.

Some suggestions and questions to consider when selecting hardware are:

- Your hand span should be sufficient to reach all key combinations required.
- The keys are to be an appropriate size.
- Can you be comfortable with the lack of key-action in a plasma keyboard?
- The text must be legible.
- The colors of the text and background should be appropriate and of good quality.
- Can the colors be changed to suit your personal preference?
- Can the screen be tilted to a more effective position?
- Are engineers' papers required to connect all the parts?
- The internal storage capacity should be sufficient for your needs now and in the forseeable future.
- The external storage format should be such that stored information can be accessed quickly.
- What other peripherals can be added or will be needed?
- What guarantees or warantees are provided?
- Service should be available and easy to get.

Becoming computer literate requires time to take courses, read the literature, shop around, and experiment with the machinery. Taking advantage of one or more of the many computer courses that are offered is advised. Look for a course that has as its theme computer literacy or computer awareness. Few home economists will need a computer programming course per se. What most people really need to do is to develop a comfort level with the machine — how it works, how to save programs, understanding its capabilities, and what to do when something goes wrong. Various manufacturers offer short courses in the use of their computers, and often in the use of specific types of software. There is no shortage of courses available, but you will have to shop for the one to meet your needs.

Computers are here to stay. Lack of knowledge in the field can become a measure of the extent to which one has been left behind by the technological world of the 1980s. Learning, exploring, and experimenting with computers can make them vital working tools for the home economist in the home and on the job. ☐

Shirley Jones has a BHSc from Macdonald Institute and an MSc in education from Niagara University in New York. She taught home economics and family studies for many years and is currently Consultant: Computer Education for the Peel Board of Education in Mississauga, Ontario.

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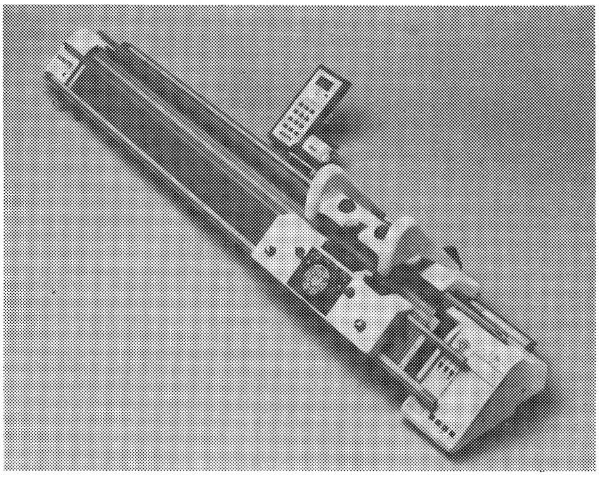

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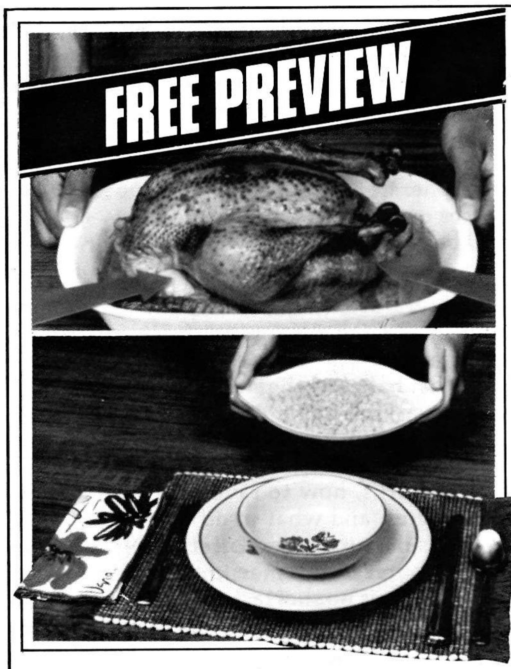

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Contribution of Textiles to the Perils of Smoke in Fires

Ferrers R.S. Clark

Abstract

Smoke generated by textiles has a large potential for harm in fires and is implicated in hundreds of deaths annually in Canada. It can cause loss of vision, panic, irritation, and toxic damage. The smoke-generating propensity of textiles can be measured in small scale tests but it is not directly related to the potential for harm. The amount of smoke generated by the combustion of a textile in a real fire, the smoke potential, can be estimated, but the phenomenon of smoke maturation has yet to be addressed. Materials in textile form present several problems for smoke assessment in addition to those presented by materials in non-textile form.

Canadian Home Economics Journal, Winter 1985, *35*(1), 31-34.

Résumé

La fumée produite par les textiles dans des incendies peut être très nuisible et est mise en cause dans des centaines de morts au Canada chaque année. Cette fumée peut causer la perte de la vision, la panique, l'irritation, et des dommages toxiques. La tendance qu'ont les textiles de produire la fumée peut être mésurée dans des épreuves en petit mais elle n'est pas en rapport direct à son potentiel pour être nuisible. La quantité de fumée produite par la combustion d'un textile dans un vrai feu, le potentiel de fumée, peut être estimé, mais le phénomène de la maturation de la fumée reste à déterminer. Les matériaux en forme de textile présentent plusieurs problèmes pour l'évaluation de la fumée en plus de ceux présentés par les matériaux en forme autre que le textile.

The number of deaths per capita by fire in Canada is among the highest in the world (Banks, 1983). During 1981, the most recent year for which statistics are available, 694 people were killed, 590 of them in fires in residences. Property losses for the same year totalled $905 million in 1981 dollars (Fire Commissioner of Canada, 1983).

National statistics in Canada do not make clear what proportion of these fires may be attributed to textile materials. It is known, however, that fires likely to have involved textiles accounted for at least 24% of all reported fires in 1981. In Alberta, British Columbia, Ontario and Quebec during 1979, 40.2% of fire deaths were from fires in which textiles, including furniture and furnishings, were first ignited (Sumi & D'Souza, 1982). In the United States between 1973 and 1982, 40.4% of the deaths in multiple-death fires in residential properties were attributed to early ignition of textile materials (Jones, 1983). During 1980, 22% of all fires and 57% of fire deaths in the United Kingdom involved textiles. Of these, only 16% (9% of the total) involved clothing (Fire statistics, 1982). In the same country, during 1970, over 90% of all furniture fires were started by ignition of textiles by cigarettes and other smokers' materials (Chandler & Baldwin, 1976).

It may be concluded that the fire risk involving textiles in Canada, the United Kingdom, and the United States is severe and that smokers' materials cause a large proportion of textile fires. It is also clear that smoke is the most common cause of death in textile fires (Mahon & Hills, 1983).

In this article the major aspects of smoke generation in fires will be briefly discussed and the role of textiles described. First, the peril of smoke in fires will be related to total fire risk in a stochastic scheme of fire risk assessment. Second, the smoke hazard will be described. Third, the procedures and measures used for assessing the smoke-generating propensity of textiles will be critically reviewed. This will be followed by consideration of how the combustible textiles in a room may be used to calculate smoke potential. Finally, the effect on smoke generation of the characteristics of tex-

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This paper is a contribution from the Division of Building Research, National Research Council Canada, and is published with the approval of the Director of the Division.

tiles will be described.

Fire Risk

Risk from fire has been defined by the American Society for Testing and Materials (Harmathy, 1980):

> Fire risk = Probability of occurrence × Probability of exposure × Potential for harm

In this equation the "probability of occurrence" is the possiblity that fire will occur and the "probability of exposure" is the likelihood that the textile considered will be exposed to an ignition source. Both can be derived from fire statistics. Almost all studies of textile flammability, however, have concentrated solely on the potential for harm, the only term in the equation that is product related. A product's potential for harm may be thought of as a weighted sum of component potentials, including ignitability, smoke generating propensity, toxicity, flame spread, structural failure, and extinguishment. It is necessary to recognize that smoke is but one component of the potential for harm from textiles and that this in turn is only one component of a total assessment of fire risk. Too often, one such component is perceived as the whole risk.

Smoke Hazard

It is claimed that smoke production from textiles, as from other combustible materials, presents at least four distinct perils: loss of vision, panic, visual and respiratory irritation, and damage caused by chronic or acute toxicity. Not enough is known of any of these perils to permit complete evaluation of the smoke component of potential for harm, but a brief summary of the current state of knowledge of each is in order.

Quintiere (1982) has reported that the maximum distance (L_V) for vision through smoke is given by the equation:

$$L_V = \frac{k_V}{D}$$

where D is the optical density per unit distance and k_V is constant. However, the value of k_V clearly changes, for example, with the level of ambient illumination in the smoke-filled room, the characteristics of the object being looked at, and the eyesight of the observer.

Deaths in major fires are often attributed to panic. Sime (1980), however, has suggested that much of what is considered panic behavior in fires is, from the viewpoint of the fire victim, quite rational in the circumstances.

Irritation of the respiratory system and the eyes is an early symptom of smoke toxicity and may provide a first warning of fire (Sumi & Tsuchiya, 1971). The effects of irritation are rapid and depend on the concentration of irritant (Alarie et al., 1975). Irritants can cause death, but only at concentrations far higher than those necessary to cause physiological response (Purser, 1983).

Unlike irritation, the (largely narcotic) effects of toxic gases such as carbon monoxide are cumulative, and the doses that can cause death are very close to those that merely incapacitate (Purser, 1983). Fires in which much of the contents of a room burn may also produce oxygen starvation in the victim (hypoxia). This too increases with exposure time and causes death soon after incapacitation.

Both chronic and acute toxicities of combustion gases are among the most controversial of fire-related topics and much effort has been expended on studies in this area. Edgerley (1982) has pointed out that in the United Kingdom in 1979 only 0.1% of all deaths, and 3% of all violent deaths, occurred as a result of smoke inhalation. It is also worth noting that fewer fire deaths from toxic fumes would occur if there were more controls regarding the other characteristics of burning materials and the fire performance aspects of products or buildings (Punderson, 1981).

Smoke Generating Propensity

Smoke generating propensity may be defined as the intrinsic smoke producing capacity of a material. Its assessment is implicitly the goal of almost all current smoke tests for materials. In fact, what is measured is an extrinsic quantity, varying widely with measurement conditions. Numerous methods are available for assessing the smoke generating propensity of textiles, but some are simply adjuncts of methods for assessing other flammability characteristics, typically devices that measure the obscuration by smoke of a light beam passing through the test chamber. An example of this type is the TRI flammability tester (Day, Mitton, & Wiles, 1974; Rebenfeld & Miller, 1974).

There are a number of problems with this approach. No information is available to relate ranking of materials by the different devices according to their smoke generating propensity. Further, there has so far been little consideration of the effect of exposure conditions on smoke generation. Finally, the light beam often passes horizontally across the test chamber; the obscuration then depends critically on the vertical distance from the beam to the burning specimen, since smoke is rarely distributed uniformly in the chamber.

It is better to measure smoke by means of a device dedicated to the task. In North America the most common is the National Bureau of Standards smoke chamber (ASTM, 1982). This device has several advantages. The heat exposure of the specimen is carefully controlled, and radiant heating with and without a pilot flame is employed. Further, the light beam used to measure the amount of smoke passes vertically through the chamber to avoid homogeneity problems, and the light detector is carefully baffled to reduce the effects of scattered light.

Considerable effort has been made to evaluate the precision of the NBS test. Thus the coefficient of variation among three samples was 3.6% within a single laboratory and 10.9% among 60 samples in 20 laboratories, for a nylon twist carpet burned with a flame pilot (ASTM, 1982). The method is as precise for carpets as for sheet polymers and other continuous solids.

There have been several reported comparisons for results of the NBS test and full-scale, more realistic fires, and some have involved polymers used in textile applications. Lopez (1975) found good agreement between smoke chamber results and fires in the mock-up compartment of a full size aeroplane. Wool carpet with a latex backing was among the materials tested. A similar finding resulted from an extensive program by the U.S. National Bureau of Standards (Evans, 1981); polypropylene and polyacrylonitrile were included in these tests.

Even such a well-designed smoke test has some limitations. It has been found, for example, that the orientation of the burning sample (Breden & Meisters, 1976), the proximity of other burning materials (Ou & Seader, 1978), ambient temperature (Powell, Bankston, Cassonova, & Zinn, 1979), the heat flux applied (Edgerley & Pettett, 1979), and changes in ventilation (Rasbash & Pratt, 1979/80) all influence the results.

Smoke may also be measured gravimetrically. In the Arapahoe smoke chamber a small flame ignites a sample to produce smoke that is then collected on a filter by vacuum, ready for weighing (Kracklauer, Sparkes, & Legg, 1976). While some authors (e.g. Ou & Seader, 1977/78) have found that the NBS smoke chamber gives results that compare well with those from the Arapahoe chamber, particularly with synthetic polymers, no comparison seems to have been published in which common textile materials have been burned.

The reader will have noted that these methods of smoke evaluation do not directly address the four perils of smoke identified earlier. This is true even of visibility through smoke, since the relation is tenuous indeed between photometric test procedures using devices such as the NBS smoke chamber and a fire victim's ability to see his way out of a smoke filled atmosphere. Some of the effects of smoke are physiological, and medical/ethical arguments severely restrict testing with human subjects; extrapolation of toxic effects found for test animals to effects on humans is very difficult. Thus, the acute toxic and irritant effects of smoke are known only in very broad outline, and no satisfactory method for assessing the toxicity of fire gases yet exists. The remaining peril, panic, is subject to influence by factors unique to particular fires.

What is conventionally and conveniently measured about smoke can be expected to provide only the crudest indication of smoke peril. It should also be recognized that smoke generation is but a part of the fire process. According to Friedman (1978), the time available for escape from a fire is often dictated by the smoke generated. Assuming, however, that fire grows exponentially and that it is first detected by smoke detector, the time for escape depends on the rate of fire growth and is insensitive to the particular smoke generating propensity of the burning material (see also Benjamin, 1984). It is desirable, therefore, to develop methods of estimating the amount of smoke that can be expected in a real fire scenario. Here it will be called the smoke potential.

Smoke Potential

The propensity of a material to generate smoke is neither a truly intrinsic property nor a complete description of the smoke peril. Nevertheless, it is currently the best measure available and is used to calculate the smoke potential, an extrinsic descriptor depending on actual fire conditions. The smoke potential of a material in a fire is a function of three variables: smokiness of the combustion products; the volume of smoke, m^3, or flow rate, m^3/s; and the mass loss or mass loss rate of burning material. Unfortunately, smokiness, volume, and mass loss have rarely all been measured in fires, but the missing information may be derived from other data commonly collected, notably gas temperature and composition. Rasbash and Pratt (1979/80) have successfully predicted the smoke generated in large scale fires by this method, using materials (cellulose, nylon 66, polypropylene and polyethylene) common in textile products.

Robertson (1975) has also calculated the smoke potential of textiles, but he used a method based on burning area rather than mass of material. He demonstrated that changes in even one component of the textile covering of a chair can lead to quadrupling of smoke, and that the contribution from the carpet is far in excess of that from the drapes. It is of interest that both Robertson (1975) and Rasbash and Pratt (1979/80) consider it unlikely that smoke production during fires can be controlled effectively by setting limits on the smoke generating propensity of individual products without control of the smoke potential of all combustibles in the fire zone.

Two additional factors are relevant to smoke potential and ultimately to smoke peril. Much is known about the first, stratification. Any fire in a compartment leads to an upper layer of hot gases, usually containing smoke, and to a lower zone comparatively clear of smoke. No matter what the smoke potential, the danger is not significant so long as the smoke layer is sufficiently high to permit respiration and vision underneath it. The second factor is smoke maturation, about which very little is known. Light obscuration by smoke decreases with time, at least for a static system; the phenomenon has been attributed to particulate agglomeration (Bankston, Zinn, Browner, & Powell, 1981) and to condensation on the walls (Maahs & Schuler, 1981). The kinetics of this process and the consequences for visibility, irritancy and toxicity are clearly important but completely unknown.

Smoke Generation of Textiles

Slater (1976) has commented in a review of thermal behavior of textiles on the paucity of information about smoke generation from textiles. Rebenfeld and Miller (1974) have suggested that the flammability of textiles is unusual because:

- textiles are more often than not complex mixtures,
- textile flammability performance is not, in general, predictable from the performance of component fibres,
- additives and finishes, contributing up to 10% of the weight, are common,
- the surface-to-volume ratio of textiles is very high,
- in use, textile materials often have complex three-dimensional shapes, and
- in many applications the environment of textiles is not controlled.

The validity of this suggestion for smoke generation from textiles has been indicated by a number of studies. Thus, predictions of smoke production from textile mixtures from knowledge of their composition were unsuccessful in an evaluation of upholstered fabrics (Benisek & Phillips, 1978). The smoke generated from cotton-polyester blends was studied by DiPietro, Stepniczka, and Nametz (1971); while increasing the polyester content of a blend led to increasing smoke, the relation was not linear, indicating cellulose-polyester interaction in the smoke-producing process. Many papers have been published on the effect of fillers and additives on smoke generation from polymers. In a typical case Miller, Petralla, and Marca (1976) studied the smoke evolution from unsaturated polyester resin as a function of concentration of styrene, antimony oxide, cross-linking monomer, glycol, phthalic acid and bromine. Each influenced the smoke generated. Fire retardants, added to reduce the tendency to ignite and/or burn, may decrease (DiPietro et al., 1971) or increase (Seader & Einhorn, 1976) the smoke-generating propensity.

The characteristically high surface-to-volume ratio of fabrics and their use in complex, uncontrolled shapes have led to the development of flammability test procedures of many types quite distinct from those used to evaluate simpler forms of materials. There does not appear to have been a systematic study of the effects that these characteristics have on smoke evolution. Day, Suprunchuk, and Wiles (1979), however, studied the effects of constructional components on smoke evolution from burning nylon carpets and found that secondary backings increased smoke evolution. In addition, Campbell (1975) measured the smoke-generating propensity of binary blends of viscose rayon with modacrylic, acrylic, wool and nylon in a 2 × 2 broken twill weave. Results varied with the weight of fabric, but the only data reported are normalized to constant weight.

All these determinations of the effect of textile construction on smoke generation have been made in small-scale tests of smoke-generating propensity. It is clear that smoke generation will also change according to the use pattern of the items containing textiles. In other words, the smoke potential will vary in a manner not determined to date.

Summary

Smoke produced by burning textiles is a major cause of death in fires. The measures of smoke-producing propensity used for textiles are dependent to a large extent on the conditions of test, and the results obtained refer indirectly to only one of the major perils presented by smoke. The smoke that will be produced in a real fire, the smoke potential, may be estimated, but the accuracy of such estimations is doubtful, given the wide variety of textile composition and use.

Claims made for textile products with regard to their contribution to the peril of smoke should be studied carefully before they are accepted. At the present state of knowledge, the smoke potential of materials in a fire can be adequately judged only from the results of tests in which the scenario of the fire is duplicated very closely. While smoke generating propensity is a useful indicator of performance, its relationship to smoke potential and fire hazard is poorly defined. ☐

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Nutrition Education in Canada
Progress and Challenges

Nancy E. Schwartz

Abstract

As professionals concerned with improving the quality of life of individuals and families, home economists can serve an important role as nutrition educators. A conceptual framework for the scope and practice of nutrition education is presented. An overview of sample programs in Canada is provided, categorized by target audience addressed and educational system utilized. An assessment of our past efforts in nutrition education highlights areas of progress and remaining challenges, and implications are drawn for the profession of home economics. Through professional practice, continuing education and research, home economists are encouraged to strengthen their role and effectiveness as nutrition educators.

Canadian Home Economics Journal, Winter 1985, *35*(1), 35-40.

Résumé

En leur qualité de professionnels qui s'intéressent à améliorer la qualité de la vie des individus et des familles, les économistes familiaux peuvent remplir un rôle important d'éducateurs de la nutrition. Cet article présente un cadre conceptuel de la portée et de la pratique de l'éducation de la nutrition. On fait le survol des programmes au Canada. Les programmes sont mis en catégories selon la clientèle visée par le service et le système éducationnel employé. Un bilan de nos efforts au passé dans l'éducation de la nutrition souligne où il y a eu des progrès et les défis qui restent et suggère les conséquences pour la profession de l'économie familiale. Par la pratique professionnelle, les études suivies, et la recherche, les économistes familiaux sont encouragés à affermir leur rôle et leur efficacité en tant qu'éducateurs de la nutrition.

The decade since publication of the federal government working document entitled *A New Perspective on the Health of Canadians* (Lalonde, 1974) has seen increasing emphasis on programs aimed at promotion of health and prevention of disease. Concurrently, nutrition has gained recognition as an essential component of health promotion in Canada. In a long-range plan approved by Cabinet in 1981, nutrition was identified as one of six priorities for a strengthened national health promotion program.

Nutrition education is integral to any health promotion strategy and as such has enjoyed considerable attention and activity across Canada in recent years. While significant progress has occurred, numerous challenges remain for nutrition educators to resolve in order to achieve our goal of effective nutrition education for all Canadians. This paper presents an overview of nutrition education, with a brief review of sample programs in Canada. It concludes with the author's view of the strengths and weaknesses of our nutrition education efforts to date and their implications for the profession of home economics.

The Scope and Practice of Nutrition Education

Nutrition education is aimed at promotion of optimum nutritional status through positive food-related behavior. As a process, nutrition education develops the understanding, skills, and motivation required to promote nutritional health. As an area of practice, nutrition education is a broad field with roots in many disciplines, ranging from the biological and physical sciences to the social and behavioral sciences. Within the school system, nutrition comprises part of the subject matter of science and health, home economics and physical education, agriculture and food science, and may even be included in political science, mathematics, and marketing.

Systems for Nutrition Education

The practice of nutrition education may occur in numerous diverse settings, utilizing educational, health care delivery, food delivery, or media systems (American Dietetic Association, 1978). Ideally, a national nutrition policy provides for a comprehensive program of nutrition education integrated into each of these systems. Canada, however, does not yet have such a policy to facilitate co-ordination of nutrition education programs.

Educational systems for nutrition education include the primary and secondary school system, as well as professional education and community adult education. The school system is a logical focus for nutrition education as school children are in the process of acquiring lifetime knowledge and skills. Nutrition education in the schools is not limited to the classroom, but occurs in the lunchroom, corridors, and playground and is influenced by the school's teachers and policies. A model for a comprehensive, school

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nutrition program has been described as including components of nutrition instruction, food service, and community-family involvement (Thompson, 1977). Professional education in the health-related disciplines now commonly contains a nutrition component within basic course content and/or continuing education, although both quality and quantity vary greatly. The adult education system has been a successful vehicle for nutrition education for many years, through community extension and night school courses for the general public.

Within the health care delivery system, nutrition education is part of nutritional care provided to both ambulatory and hospitalized clients through preventive, therapeutic, rehabilitative, or residential health care facilities. The final two systems for nutrition education, food delivery programs and the mass media, have been more limited in their use in Canada, thus far. Both systems deserve further exploration as vehicles for disseminating sound nutrition information.

While the education, health, food, and media systems have been presented as four rather distinct systems for delivery of nutrition education, it is recognized that there is much overlap and interchange among them. Many successful nutrition education campaigns have utilized components of two or more systems in achieving program objectives.

Audiences for Nutrition Education

Just as the practice site for nutrition education may vary, so does the target group or audience for whom the program is intended. Nutrition education programs are frequently designed for a group at a specific stage of the life cycle. Special food and nutrition needs, as determined by physical, cultural, or financial status, may also be used to design nutrition programs. Primary target groups identified as part of the federal government's health promotion program include: children and youth, women, the elderly, the handicapped, native people, and people with low income (Nielsen, 1983). Ideally, nutrition education should occur throughout the life cycle, consisting of a comprehensive program integrated into the formal school system, with media and adult education systems providing avenues for continuing education.

Strategies for Nutrition Education

Numerous strategies, approaches, and techniques have been implemented by nutrition educators. Four broad strategies adopted by Health and Welfare Canada's long-term plan for health promotion are: informing and equipping the public to make healthy decisions, promoting a supportive social environment which encourages a healthy lifestyle, promoting self-help and citizen participation, and stimulating supportive health education and other programs which integrate lifestyle concerns. Nielsen (1983) suggests use of a combination of these strategies is needed in any effective program.

The methodology of nutrition education is the process or application of techniques used for transmitting nutrition information. Specific methodology used depends on the message to be communicated, the audience to be reached, and the objectives to be achieved. The most commonly used methods in nutrition education may be categorized as group methods, individual methods, exhibits, and mass media. Most nutrition educators agree that methodology should influence the learners' attitudes, values, and behavior, as well as knowledge. Nutrition education designed for cognitive, affective, and behavioral learning is more likely to result in achievement of the goal of improving nutritional status of the population (Shannon & Boykin, 1980).

Methodology is used to communicate content, which itself must be clearly formulated. A comprehensive set of concepts for food and nutrition education was recently prepared and validated by the Society for Nutrition Education (1982). This conceptual framework is intended to serve as a basis upon which nutrition educators may develop curricula. Program or curriculum planners are encouraged to choose those concepts which are appropriate for their program, translate concepts to objectives, and then develop appropriate learning activities to achieve the objectives.

Rationale for Nutrition Education

The need for and role of nutrition education in our society has been clearly described in position papers published by the American Dietetic Association (1973, 1978) and the National Nutrition Consortium (1980). Children require information to promote food and nutrition attitudes and behavior consistent with growth and development. Similarly, adults require sound nutrition information to guide them in choosing a healthful diet that will provide optimum nutrition with limited economic resources. White (1976) and Fieldhouse (1983) have both provided further rationale for nutrition education.

One issue that remains unclear is the identity of the "nutrition educator" — who is this professional and what is the academic preparation? There are no clear answers to either of these questions. The nutrition educator does not necessarily identify with one specific professional group. Most health professionals, many home economists, and some educators function as nutrition educators, for at least part of their professional role. A Society for Nutrition Education (1978) position paper defines the functions and educational qualifications required of a nutrition education specialist in the elementary and secondary school system. Poolton (1977) identified five essential categories of expertise for the nutrition education specialist as: food and nutrition, education, communications, behavioral sciences, and political processes of government. Each category is accompanied by key competency statements. While such documents may serve as useful guides in preparing or selecting an individual to serve as a nutrition education specialist, the reality of circumstances in Canada is that we have few such positions. Thus, we rely on a diverse group of professionals, who provide a health, education, or counselling service to people, to serve as nutrition educators. Home economists, concerned with improving the quality of family life, have the potential to serve as an important vehicle for nutrition education in the school system and in the community. The following review of sample nutrition education programs in Canada illustrates the central role of the home economist as nutrition educator.

An Overview of Nutrition Education Programs in Canada

Rather than attempting to provide a comprehensive review of nutrition education programs in Canada, this section presents an overview of sample programs and projects known to the author from the literature or personal experience. Table 1 summarizes these programs. Programs have been chosen to illustrate the full range of target audiences addressed, according to federal government priorities, as well as the variety of systems utilized by nutrition educators. Through this overview, many of our past successes and future challenges will become apparent.

Children and Youth

The majority of Canada's nutrition education efforts are aimed at children and youth, mainly through the school system in each province. Nutrition is commonly included within the home economics or health curriculum at the secondary level, but is less commonly included as a formal component of elementary school curricula.

Responsibility for program development and administration varies among provinces and may rest with the provincial department of education, health, agriculture, or social services. For example, the *Nutrition at School* program for kindergarten to grade six students in Alberta is designed and administered by Alberta Agriculture home economists. The *Nu-Dent* program in Manitoba is a nutrition and dental health education program for grade four to six students offered by home economists with the Manitoba Department of Health and Community Services. In some provinces, the Milk Marketing Board or Dairy Foundation is a major source of nutrition education programs for use by school teachers. These programs are usually introduced to teachers at workshops conducted by home economists or nutritionists. The British Columbia Dairy Foundation's *Foodstyles* program is one example of such a program; workshops are available for all elementary teachers and for secondary home economics and physical education teachers in British Columbia. Similarly, the Ontario Milk Marketing Board offers *Good Beginnings* for pre-school teachers, *Big Ideas* for elementary school teachers, and *Energetics* for teachers at the secondary level.

Community education of children is well exemplified by the *Nutrition in the Park* program offered by home economics students in London, Ontario, through the City Recreation Department. Use of the mass media for reaching Canadian children has been effective. To fill a gap in nutrition information for young French-speaking Canadians, National Health and Welfare and the French network of the Canadian Broadcasting Corporation collaborated to produce *Bonjour, comment mangez-vous?*, a series of 13 half-hour films. This highly successful series was aired on television between 1979 and 1982, and was later available as films and cassettes. Other Health

Table 1. Sample Nutrition Education Programs in Canada

Target Audience	Program[a]
Children and Youth	
Primary/Secondary Education	Provincial education curriculum: *Nutrition at School* Health Department program: *Nu-Dent* Dairy or Milk Board programs: *Foodstyles, Good Beginnings, Big Ideas, Energetics*
Community Education	Recreation Department program: *Nutrition in the Park*
Media	C.B.C. Television and National Film Board productions: *Bonjour, comment mangez-vous?; You've got the power; Good food, good times*
Food Delivery	School feeding programs: *Breakfast Promotion, School Milk Program*
Women	
Adult Education	Consumer-oriented programs: *Action-Alimentation* Extension or Milk Board materials and programs
Professional Education	Maternal/infant programs: Breastfeeding awareness campaign, position papers, and reports
Health Care	Perinatal nutrition programs: *Best Beginnings, Healthiest Babies Possible* Maternal/infant materials: brochures, handbooks, etc.
Food Delivery	Prenatal food supplement program: *Milk Ticket Program*
Elderly	
Adult Education	Community education courses
Health Care	Nutrition Counselling services
Media	Food and nutrition program: *Senior Chef*
Food Delivery	Meal programs: *Meals-on-Wheels*, community centre programs
Handicapped	
Adult Education	Life skills programs: *Basic Living Skills, Living Skills Program*
Professional Education	Resources kit: *A Taste of Nutrition*
Food Delivery	*Meals-on-Wheels*
Native People	
Adult Education	Hudson's Bay Company program: *Nutrition Upgading Program*
Health Care	Medical Services programs
Low Income People	
Health Care	Maternal nutrition programs: *Milk Ticket Program, Healthiest Babies Possible*
Media	Food selection program: *Food Wise — Good Buys*
General Public	
Media	*Feelin' Good, Life Styles*
Education, Health Care and Media	*National Nutrition Month*
Health Professionals	
Education	*A Nutrition Education Program for Health Professionals*

[a] Further information on individual programs is available through the author or in past issues of the Organization for Nutrition Education Newsletter.

and Welfare media programs, co-produced with the National Film Board, include *You've got the power,* a series of 21 brief television messages on nutrition, fitness and health; and *Good food, good times,* a multi-media resource kit for children in primary grades.

School feeding programs are another viable system for nutrition education of Canadian children. Newfoundland's *Breakfast Promotion Program* and Prince Edward Island's *School Milk Program* are two examples of programs which were developed based on local assessment of needs among school children.

Women

Women — especially homemakers, pregnant women, and mothers of infants and pre-school aged children —have been a primary target of nutrition programs for several years. Women as consumers or homemakers have access to nutrition education services from home economists employed by agencies such as Milk Boards and Agriculture Extension Departments in some provinces. Quebec's *Action-Alimentation (Food Action)* program is a specific example of a consumer-oriented program for women which utilizes the adult education system. The professional education system was used by Health and Welfare Canada and the Canadian Pediatric Society in their 1979 awareness program on breast feeding. Information kits were distributed to health professionals, with a letter inviting them to consider their role in encouraging breast feeding among their clients. Through publication of position papers, reports, and other documents, professionals continue to be a target for maternal and infant nutrition education programs, with the message ultimately aimed at their young female clients.

Exemplary nutrition education programs delivered through the health care system include *Best Beginnings,* a perinatal health program in Calgary, and *Healthiest Babies Possible,* an outreach prenatal program for Vancouver women who do not speak English and/or who have a low income. Excellent printed nutrition education materials on maternal and infant nutrition topics are prepared for women, by most provincial health departments. Another system utilized for prenatal nutrition education involved a food delivery program within the health care system. Through a *Milk Ticket Program,* low income pregnant women throughout Prince Edward Island received free milk tickets as part of a nutrition counselling program.

Elderly

All four systems have been successfully utilized in providing nutrition education to elderly Canadians. Some community adult education programs are designed specifically for senior citizens interested in learning more about food, nutrition, and health. The health care system is well suited to providing nutrition education and counselling services for the elderly, as documented by the Nova Scotia Department of Public Health (Rae & Burke, 1978).

One of Canada's most popular and widely acclaimed nutrition education programs, *The Senior Chef,* utilized the media to provide food and nutrition information for the elderly. This television cooking series, produced by the British Columbia Ministry of Health, was highly successful in stimulating senior citizens' interest in food and nutrition (Wolczuk, 1973). The food delivery system has also been well utilized in programs for seniors, such as *Meals-on-Wheels* and group meal programs at recreation or community centres.

Handicapped

Two relatively new adult nutrition education programs have been developed for the mentally ill or handicapped, Manitoba's *Basic Living Skills* program and Alberta's *Living Skills Program.* In Manitoba, home economists developed resource materials for trained mental health/mental retardation workers and volunteers to use in teaching basic living skills, including foods and nutrition, to their clients. The Alberta program involves a home economist who provides both one-to-one and group instruction to clients in a rehabilitation house program which prepares mentally ill clients to live independently in the community.

A Taste of Nutrition is a new resource kit prepared by the York Health Department in Ontario for leaders working with mentally handicapped adults. Food delivery programs in the community such as *Meals-on-Wheels* and group meal programs may serve as a vehicle for nutrition education for physically disabled persons. While 1981s International Year of Disabled Persons helped to increase awareness of the special nutritional needs and problems of handicapped people, nutrition education resources and programs for this target group are still very limited.

Native People

The Hudson's Bay Company provides a major service to native people through its *Nutrition Upgrading Program* in several communities in the North. A special feature of this program is that it involves the co-operation of many community agencies and levels of government, along with the Hudson's Bay Company (Schurman, 1983). The health care system is also well utilized for this target group, through the Medical Services Branch of Health and Welfare Canada which provides public health and nutrition education services to native people living on Indian reserves.

Low Income People

Many of the programs already mentioned are intended for low income people in another target group such as pregnant women, children, or the elderly. In addition to the challenge of designing effective programs for low income people, nutrition educators also face the challenge of reaching members of this target group. In many cases, traditional delivery systems may not be appropriate, and outreach systems become essential. For example, Saskatchewan Health produced a mass media program on food selection entitled *Food Wise — Good Buys,* designed to help consumers deal with rising food costs. While the content may have been highly appropriate for low income people, the delivery system involved 13 half-hour television shows, thus possibly limiting ability to reach this specific target group.

Other Programs

In addition to programs presented thus far, in the context of the federal government's six priority groups, numerous other programs have been developed to deliver nutrition education to Canadians. Saskatchewan Health has made good use of the mass media delivery system with their television programs *Feelin' Good* and *Life Styles.* Both were designed to encourage Saskatchewan residents to adopt healthy lifestyle behaviors. The Ontario Milk Marketing Board has recently released a professional education program entitled *A Nutrition Education Program for Health Profes-*

sionals, intended for use in workshops for small groups of health professionals. Undoubtedly our grandest nutrition education effort is National Nutrition Week or Month, the annual public education program that involves most delivery systems available across Canada. Our success in reaching the public has been limited somewhat by failure to choose and clearly specify the target audience for this mammoth program.

Progress Toward Effective Nutrition Education

As shown in this brief review, much progress has been achieved in nutrition education in Canada. The number and diversity of programs, sponsors, target groups addressed, and delivery systems and techniques utilized are evidence of the recognition and attention accorded to nutrition education in recent years. Now that nutrition has become a priority in the health promotion programs of federal government and other agencies, we must continue to promote nutrition education as a priority for achieving our health promotion goals.

Progress has also occurred in nutrition education methodology, as evidenced by the wide range of methods and resources available, including recent computer applications for nutrition education (Byrd-Bredbenner & Pelican, 1984). Program planners have begun to recognize the importance of linking specific techniques to reach specific target groups. For example, adult education techniques are commonly used in programs for adult learners and non-professional aides are employed in outreach programs such as *Healthiest Babies Possible*.

Our natural focus on nutrition education through National Nutrition Month is extremely valuable in creating public awareness of nutrition and credible sources of nutrition information. At the professional level, creation of the Organization for Nutrition Education (ONE) has had a major impact on our efforts to co-ordinate and strengthen nutrition education in Canada. Since its inception in 1978, ONE has attracted members who represent the broad range of professionals involved with nutrition education — from nutritionists, nurses and physicians to home economists, fitness instructors, and consumer educators. Surely this broad professional base of nutrition educators, working together in support of ONE, ranks as a significant area of progress in nutrition education in Canada.

Recent incorporation of the National Institute of Nutrition serves as evidence of the commitment of Canadian companies in food allied industries towards the nutrition education of the public. The Institute was established as a model of co-operation and collaboration between industry and health professionals/educators for improvement of the knowledge and practice of nutrition in Canada. Nutrition education will be a major thrust of the objectives and priorities currently being developed by the Institute's Board of Trustees.

Future Challenges

While progress has clearly been made in many aspects of nutrition education, weaknesses and gaps remain as a challenge to us in our future endeavors. Light (1978) has listed the most frequently cited problems with American nutrition education policies and programs as follows: lack of clear-cut goals, reliance on ineffective strategies, limited outreach to audiences, lack of co-ordination, message inconsistency among competing programs, failure to evaluate, and lack of public participation. Undoubtedly, each of these criticisms can be applied, to some extent, to Canadian efforts as well.

Perhaps the greatest weakness in nutrition education in Canada is the fragmented nature of our efforts, resulting from lack of a co-ordinated national policy for nutrition education. As nutrition educators we must work together to influence federal and provincial governments in developing nutrition education policy. A National Nutrition Education Policy has been approved by the National Nutrition Consortium (1980) in the United States. The key points of this Policy indicate that nutrition education should: be incorporated into all educational levels; be directed towards improved programs for adult education as the home is the basic learning centre for food and nutrition; be conducted or supervised by professionals; be based on scientific evidence; include an evaluation component; have adequate funding for continuing research in nutrition education; and have coordinated efforts to implement the preceding proposed activities. This may serve as a framework for co-ordination of federal and provincial nutrition education activities across Canada. ONE already exists, with an aim of improving co-ordination of existing nutrition education services. With the leadership of the National Institute of Nutrition and the co-operation of government agencies, professional associations, and developers/providers of nutrition education programs, a national nutrition education policy could become a reality in Canada.

In addition to our need for policy, better co-ordination is required in publishing and sharing information on nutrition education programs, resources, and experiences. Again, ONE, through its quarterly newsletter, exists to serve this need. However, home economists and others involved in nutrition education programs must be encouraged to work with ONE to publicize and share resources. Such sharing is crucial to our future progress, especially in the current times of fiscal restraint.

Another major challenge relates to delineation of the role and educational preparation of the nutrition education specialist. As well, clarification is required on criteria for certification of nutrition educators, both in terms of role and competencies in nutrition and other areas. Such decisions are inherent in the development of a national nutrition policy and require coordination and consensus among all persons currently involved with nutrition education programs.

Many of our challenges relative to the program planning process require a firmer research base in nutrition education. Fieldhouse (1983) has proposed options for research in nutrition education in terms of our communication messages, techniques, strategies, and channels. In terms of the program planning process, we face challenges that require research at each stage. Needs assessment techniques are required to determine and validate needs for nutrition education and to identify priorities among target groups. Continued reliance on results of the Nutrition Canada Survey is surely unsound. If our efforts of the past 10 to 15 years have been successful, needs and priorities, along with the demographics of our population, have changed during that period.

Our planning practices require

clearer target group specification and objective setting. In order to design effective instruction, we require more research on the techniques and modes of reasoning most appropriate for specific target groups. Each system for delivery of nutrition education must be identified and creatively maximized. Schools, health care facilities, and the community are well recognized as systems for nutrition education, but the work site is another setting which is ideal for reaching adults and requires more attention. As well, we must continue to develop outreach techniques and marketing strategies. Creative and cost-efficient use of the mass media will likely continue to challenge nutrition educators in the future.

The central importance of evaluation in nutrition education cannot be overstated. Measuring effectiveness of nutrition education is difficult and often overlooked due to limited resources. Recent publications (Health and Welfare Canada, 1982; Schwartz, 1983) have provided guidelines for evaluation of Canadian nutrition education programs. Certainly further research is required to provide criteria and strategies for evaluation. In the meantime, it behooves us all to include an evaluation component in our programs. If nutrition education is to survive and expand in view of fiscal restraint and competition, we must document our effectiveness, share results, and constantly improve upon our efforts.

As educators and family life facilitators, home economists have contributed significantly to the growth and development of nutrition education in Canada. In future, the home economics profession will be called upon to help meet the challenges inherent in overcoming the weaknesses of our nutrition education efforts while building on the strengths. Home economists are encouraged to keep current on major advances in nutrition as they impact on the family, integrate nutrition education where possible into existing and new programs, and contribute to the development of nutrition education through research. In this way, home economists will strengthen their role as nutrition educators and contribute to an improved quality of life for their clients. ☐

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Canadian Home Economic Journal

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Book Reviews

Family Survival: Coping With Stress by Parker Rossman. New York: The Pilgrim Press, 1984, 156 pages; paperback $8.95.

Networking among families is the focus of this book. According to Rossman, his objective for writing is "to help families think about temporary measures to shore up their families in the face of present and future difficulties, while experts work on long range solutions." Rossman begins by outlining the need for support networks among all families; he follows with a description of models for networking; and he concludes with some practical suggestions about how to form successful family networks.

The inter-relationships of the networking process are quite skillfully portrayed by using dialogue with fictional characters to present real-life situations. A teaching couple whose own sons have grown become adoptive parents to four teen-aged boys, creating a multiracial family. The Hospice Movement (to keep dying people at home with their families), and the Downey Side Organization (to assist families who are willing to care for unadoptable young people) are among the networking models described.

Rossman supports the volunteer movement, with family members working together with social and professional agencies to find better ways to make more effective use of dwindling resources. The aim is to teach family members to become more self-sufficient than they have been in recent decades. With a challenge to all people to be "faithful, caring and supporting of one another's growth," this book provides practical information and thoughtful encouragement for both experts and lay people who are concerned about improving the quality of family life.

This book is written in layman's language. Each of the ten brief chapters begins with a quotation, and concludes with a brief summary entitled "Family Survival Clues." Suggestions for related readings follow each chapter, and references, which include several to Alvin Toffler's "The Third Wave" are documented at the end of the book.

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The Fashion Directors: What they do and how to be one (2nd ed.) by Elaine Jabenis. New York: John Wiley & Sons, 1983, 443 pages.

The Fashion Directors is an easy-to-read book that describes the day-to-day routine in the glamorous and sometimes misunderstood fashion industry. It is intended for the student of fashion merchandising. The author, a fashion director of a retail department store, describes fashion promotion chiefly from this perspective. Little is said of other important industry areas such as garment manufacturing and fabric production.

The fashion director's job is to create the store's image both inside and outside. The "outside" image or fashion position of the firm is created through advertising and public relations. "Instore" promotion means exploiting store windows, floor and wall space to best advantage.

A successful firm must satisfy customer whim. To achieve this, the fashion director keeps abreast of their customer's tastes as well as changes on the fashion scene. The fashion director is an investigator, ferreting out trends seasons before they reach the market place. Advance information is vital for profitable merchandise selection and ultimate promotion. Being a winner means having "the right stuff at the right time."

How to be a fashion director is the secondary theme of the book. Personality characteristics such as boundless energy to keep up with the long hours and travel; creativity in the form of new ideas, showmanship, and innovation to stay current with fashion merchandising; and courage to take risks, are all vital to the fashion director's performance. Having a good educational background is excellent job preparation and helps to command a better salary.

This book will not give the student a comprehensive overview of the fashion industry. The author has chosen instead to select sometimes pertinent and sometimes merely amusing aspects of the trade. Being a student text, more discussion of marketing techniques, accounting procedures, and other aspects would make the book more pertinent to today's "big business" fashion industry. The use of tables and charts would concisely illustrate such analysis. Finally, a bibliography would provide reference material, essential for a resource text.

Reviewed by:
Julia Ewing BHEc, MBA
Craft Shop Manager
Frobisher Bay, NWT

Voices from the Shadows: Women With Disabilities Speak Out by Gwyneth Ferguson Matthews. Toronto: Women's Educational Press, 1983, 192 pages; paperback $8.95.

This easily read book consists mainly of quotations from interviews with 45 disabled women. The author is disabled herself and her personal experience adds a very moving touch to the book. The women interviewed discuss a range of topics, affecting the daily lives of the disabled. These include housing, employment, education, financial assistance, sexuality, parenting, and accessibility.

The material presented is thought provoking and gripping. It forces one to acknowledge the obstacles that societal attitudes have placed in the path of the disabled person. There is a great deal of insight provided by the recollections of these disabled women. There are two messages which come through strongly in this book: the constant struggle for acceptance which the disabled women must fight in every aspect of their lives; and the overwhelming problem of loneliness that they often face.

This book would be excellent reading material to any professional or caregiver involved in the provision of services to the disabled. It gives a "consumer's point of view" that is too often misunderstood by the able-bodied professional. The book would also appeal to university students and anyone who is interested in learning more about the lives of disabled women in Canada.

Reviewed by:
Vicki Burns, BSW
Social Worker, St. Amant Centre,
Winnipeg, Manitoba

Child of Mine by Ellyn Satter, RD Palto Alto, California: Bull Publishing, 1983, 422 pages; soft cover $9.95 (U.S.).

Child of Mine — Feeding with Love and Good Sense is written as a handbook for mothers in the 4-year period from pregnancy through the toddler stage (roughly age 3). It is a delightful book, easy-to-read, and full of information. The material is accurate, up-to-date, and consistent with recommendations currently distributed by provincial health departments. The author clearly describes the recommendations as well as the reasoning behind the guidelines. Many aspects of basic nutrition are incorporated into each of the chapters, making the book a good resource for family nutrition.

The chapter on pregnancy includes topics of food-related problems, areas of caution, and sources of various nutrients. Three chapters cover breast-feeding and formula feeding, using recent references, reliable sources of additional reading, as well as charts, graphs, and diagrams. Very detailed how-to information on selection and preparation of various formulae gives new mothers the instruction they need. Another chapter, (Calories and Normal Growth) includes rates of growth, feeding schedules, growth curves, and guidelines for their sensible usage. With these tools, Satter gives parents the knowledge and confidence to make decisions about the growth of their own children.

Included is an excellent table of developmental patterns and feeding recommendations showing how a child progresses to the point of being physiologically ready for solid food. "Feeding the Toddler" is written with sensitivity to the child's growing independence and reduced need for food. Allergies, hyperactivity, snacks, sweets, and how to get enough of the right kind of food, are discussed.

U.S. RDA's and U.S. fortification levels are used and represent the only material that is not directly applicable to the Canadian scene.

Child of Mine is an excellent handbook for teachers of prenatal and nutrition classes, child health clinics, parenting classes, etc. But, more importantly, it is a book that can be recommended to any parent interested in nutrition.

Reviewed by:
Lynda Clark Lowry BHEc, MS
Nutrition Consultant
Neepawa, Manitoba

The Allergy Cookbook: Diets Unlimited for Limited Diets by the Allergy Information Association. Toronto: Methuen Publications, 1983, 148 pages; $12.95.

There is probably no organization in Canada better qualified to publish a cookbook about allergies than the Allergy Information Association. *The Allergy Cookbook* was developed out of a need to assist members to live normal healthy lives by enabling them to deal with their food allergies sensibly and knowledgeably.

This cookbook will put the fun back into eating for those Canadians on restricted diets because of allergies, lactose intolerance, celiac disease, and other related problems.

Aside from interesting kitchen-tested recipes for desserts/snacks, main dishes, gourmet favorites, and beverages to suit family tastes, the cookbook provides helpful suggestions, and cooking substitutes in order that readers can alter their own recipes to suit their specific needs. The advice provided is sound, based upon good food preparation principles, although some experimentation in substitutions is not ruled out.

Each recipe is provided in metric and imperial measures and is coded to identify which allergens it may be free of. The format of the book is simple and straightforward. It is very easy to read and it would be an inspiring reference cookbook for families and health professionals who counsel allergy sufferers.

Reviewed by:
Jane Carman, BHEc Consumer Studies
Manager, Consumer Services
Nabisco Brands Ltd.
Toronto, Ontario

CHEA HONOR ROLE

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Abstracts of Current Literature

Submitted by
Department of Home Economics
University of Windsor

Exploring a tradition: Navajo rugs, classic and contemporary

M. Elliot, (1984)
Fiberarts, 11(3), 32-37

Scholars believe that the Navajo have been weaving since the 17th century. They borrowed their upright loom and simple shaft-and-whorl spindle from their Pueblo neighbors and obtained their sheep by raiding and trading with the Spanish. For the first two centuries that they pursued the craft of weaving, the Navajo did not create the rugs for which they are now world famous. Instead, they wove blankets to keep their families warm and to trade.

In 1864 the Navajo experienced the first of several lifestyle changes that had lasting effects on the patterns of both their lives and their textiles. They were forced to leave their land by the U.S. government and were not allowed to return until 1869. When they did return, traders appeared on the reservations and the traders became the Indians' link to the Anglo world. The Navajo were uncertain of Anglo tastes and relied heavily on traders for instructions for the designs. This, coupled with the policy of traders to pay for rugs by the pound, resulted in a class of low quality weavings known as "pound rugs" into which weavers sometimes ground sand to increase weight.

In the 1920s, through the patronage of Mary Cabot Wheelwright, the Navajos were encouraged to return to the patterns of their original classic blankets. As a result, a steady improvement in quality has evolved. Yet, despite the progress, the craft today stands at crucial crossroads in its development. Most superior weavers are over the age of 40 and many are 60 or older.

Thus, the article leaves the reader wondering if Navajo weaving traditions will endure. The markets are there, the materials are there, and the freedom to create from the weavers' artistic imagination is encouraged — but still few young Navajo are choosing this profession.

It should be noted that several excellent color photographs of Navajo rugs appear throughout the article.

Barbara Lanz, MSc

Improving sex education programs for young adolescents: Parents' views.

S.J. Alexander, (1984)
Family Relations, 33(2), 251-257

Whether viewing sex education from the perspective of the general public or school officials, the appropriateness and adequacy of a program should be assessed by the key constituency: parents of school-age children.

The vast majority of parents of 7th and 8th grade students who responded to a study supported the teaching of sex education in schools. However, they believed that they should be the primary source of sex education for their children, with schools an important supplement, particularly on more technical issues. Most wanted the topic introduced for the first time no later than 9th grade. In addition, most believed that sex education in schools would not undermine parents' values and could help reduce pregnancy and venereal disease rates among youth.

Parents expressed great interest in a sex education course that would help them to communicate more effectively with their children. Programs for parents have important benefits: they can help them become more effective in communicating about sexuality with their children; and they are likely to foster a closer relationship between parents and school staff, thereby strengthening the school-home partnership.

While parents should not be the only determiners of school sex education program content and timing, they are a constituency that has been overlooked too frequently, often to the detriment of the program and to their children. Clearly, parents in these communities wanted to be involved in the curriculum planning and implementation of sex education programs for their children and for themselves.

Sue Goerzen, MSc

Cryogran

B. Barratt, (1984)
Food in Canada, 44(7), 25-27

Cryogenics, the process of quick freezing food products with liquid nitrogen, had it's origin in the late 1960s. Studies were done at Agriculture Canada's Food Research Institute, Ottawa, by Dr. M.M. Aref and later by Dr. Gordon Timbers. Their eventual achievement was a machine capable of producing free-flowing, pelletized food.

Today, after considerable testing of the equipment and of the resultant food products, Lashbrook Produce Ltd., Rodney, Ontario is using a patented process called 'Cryogran' to produce free-flowing egg pellets. According to the author, actual taste tests done at George Brown College of Applied Arts and Technology, on egg-based products such as sponge cakes, failed to indicate significant differences among frozen, fresh, and Cryogran egg pellets.

Many advantages of this new food product were noted, included were: a freezing time of 3 or 4 seconds (the fastest process in the world) which helps cut down on microbial spoilage; a reduced bulk with easier handling and storage; and a reduced thaw time as compared to regular frozen eggs. These, plus many other advantages, help make this new food product and processing technique a very promising food concept for the 1980s.

This current article on cryogenic freezing mirrors a similar *Food in Canada* article (Feb. 1984) entitled 'Raspberry Marbles', which described the processing of raspberries with liquid nitrogen. It is clear that the food processing industry is excited about the seemingly limitless possibilities of cryogenic freezing. Although these frozen products are available to commercial bakeries and restaurants, it probably will be some time before the Canadian consumer will be able to purchase cryogenic egg pellets, or similar food products, in the supermarket.

The raspberries mentioned in the February 1984 *Food in Canada* article were sold to brokers who re-sold them to large packaging firms. It is unfortunate that the whole of the 1983 crop was sold to a California buyer. The Canadian consumer deserves an opportunity to experience these new products.

Nancy Scrutton, MA

The wild, wondrous imagination of Charles W. Moore

D. Littlejohn, (1984)
Smithsonian, 15, 54

What has happened to the International Style in architecture? What is Modernism? What is happening in the architecture of today? These are questions that are answered in this article which explains what Modernism is and what has happened to it as well as the International Style. The explanations are given as a background to what developments are taking place today.

Charles W. Moore and his work are presented as a large part of what is happening today to make architecture more humane and imaginative. The author believes that the writings, teaching and work of Charles Moore have been an important and positive influence in shaping new attitudes in architectural design during the past 20 years and will continue to be influential, through his ability to produce architectural designs that are likely to last.

The author feels that Moore has an understanding of the elemental, universal emotional needs of human beings and knows how to achieve these basic satisfactions in real buildings designed for real people.

Moore's background is discussed in the article and examples of the work he has done are included. Many of the methods that he uses to make his buildings reflect human needs are enumerated and some illustrations of his work are shown.

Grace M. Engel, MA

Fndt copy

Global perspective education: A rationale for textiles and clothing

J.C. Forney, (1984)
Clothing and Textiles Research Journal, 2, 8-13

Rationale for developing global perspectives in textile and clothing curriculums is developed in this article. Arguments presented for the global perspectives include the universal significance of textiles and clothing to all mankind and the expanded role that global issues present in present day lifestyles and decision making. A global perspective approach to textile and clothing curriculums would involve analyzing content across cultural and national boundaries. This approach would significantly change the traditional aspects of the curriculum.

A global perspective education would recognize both positive and negative relationships associated with the global interdependence of political, economic, and social systems. An understanding of the commonalities and differences in how people and cultures meet their basic human needs of food, shelter, and clothing would be a goal in the curriculum. Some examples of how these needs may vary according to cultural traditions, available resources, and lifestyles are indicated. Every culture has developed specific methods for meeting human needs. Cultural diversity has resulted from the variety and significance given to these methods of adaptation.

Clothing appropriate in western nations is not always transferable to other cultures. Cultural differences in decision making are presented as an ethical issue. For example, decision making becomes an ethical issue when foreign values are the basis for formulating decisions that influence other cultures. As world trade increases, values used in making textile and clothing product decisions take on greater global significance.

Suggestions for curriculum development which are outlined in the article would greatly enhance the preparation of students in acquiring flexibility and tolerance when interacting with those of different cultural backgrounds. Future curriculums should address these concerns expressed by the author. Incorporating the goals of a global perspectives education would encourage cross-cultural problem solving.

Linda M. McKay, MSc

Research Poster Session
Call for Papers

Submissions are invited for the Research Poster Session to be held Wednesday afternoon, July 3, 1985, at the CHEA annual meeting in Vancouver. These submissions should be 300-500 words in length, should emphasize findings rather than methodology, and should highlight the implications of the research for home economics practice. To facilitate blind review, names and addresses of authors should be placed on a separate sheet of paper.

Submissions should be sent to: Margaret Arcus, School of Family and Nutritional Sciences, University of British Columbia, Vancouver, BC, V6T 1W5, by March 15th. For further information, contact Margaret Arcus at the above address or telephone (604) 228-4682.

Exposition d'affiches sur la recherche
Demande d'articles

A Vancouver, le mercredi aprés-midi, le 3 juillet, 1985, aura lieu à la reunion annuelle de l'Association Canadienne d'Economie Domestique, l'Exposition d'Affiches sur la Recherche. Les articles soumis devront être de 300 à 500 mots et porter d'avantage sur les methodes et mettre en évidence les implications de la recherche quant à son application en Economie Domestique. Afin de faciliter l'anonymat lors de l'examin, les noms et adresses des auteurs devront apparaitre sur une feuille de papier separée.

Les soumissions doivent parvenir à Margaret Arcus, School of Family and Nutritional Sciences, University of British Columbia, Vancouver, BC, V6T 1W5, avant le 15 mars, 1985. Pour plus de renseignements veuillez contacter Margaret Arcus à l'adresse ci-haut mentionnée ou appeler (604) 228-4682.

New Developments

... In Ideas

Contents Insurance

Insurers say that while homeowners are guilty to some degree of neglecting contents coverage, this problem is most acute with tenants. Industry estimates differ, but between 80% to 90% of apartment dwellers and condominium owners haven't protected themselves sufficiently.

An inventory of possessions and an estimate of their value, forms the basis for determining the number and total value of items to be covered. Ideally, regular stock-taking should occur at least once a year, but insurers would be happy if it was done every 3 years. At a minimum, a simple written inventory should be kept. Having a visual record, photographs or video tapes of rooms and possessions, will speed up the processing of claims. Several companies will do the work for you by providing a video-taped record of the contents of commercial and residential properties.

The job of determining the value of possessions falls mainly on the homeowner or tenant. As a rule of thumb, insurance companies suggest contents insurance should be about 50% to 70% of the construction value of the home. Tenants face a much thornier problem. Since there are no similar widely used guidelines, contents evaluation is more difficult.

However, several major companies have started to use a method developed by Boeckh Canada, a division of General Appraisal of Canada Ltd., to value standard household contents. The system allows agents to establish the contents coverage by the size and quality of the home. Based on a study of more than 200 Canadian homes of various sizes and quality, the system suggests specific dollar values of coverage per gross floor area.

Possessions such as jewellery, watches, furs, art collections, antiques, silverware, sports equipment, cameras and photographic gear, and musical instruments often require special insurance. As well, some companies have developed packages to cover home computers and software.

Source: LeMay, T. (1984, June 30). It's Easy to be Under-insured on the contents of your home. *Financial Post,* p. 18.

Seniors Teaching Seniors

Seniors teaching seniors, a pilot project aimed at helping the elderly help themselves, produced positive results. Professor Eva Lee, of the College of Home Economics, University of Saskatchewan reports that the participants gained in knowledge related to nutrition, consumer concerns, and proper use of medication. Moreover, their belief in nutritional myths and feelings of loneliness declined as the project progressed.

The study revealed that most of the participants had been consuming inadequate amounts of fruits and vegetables, bread and cereals, and milk and milk products. Just over one-third of the seniors had been consuming less than the recommended servings of meat or alternatives.

The pilot project was conducted from February through May 1984, and the results were evaluated and analyzed through the summer. Five seniors, aged 60 to 73 were hired and trained as teacher aides. They taught 167 of their peers whose ages ranged into the 80's. The learners belonged to four church groups and two senior citizens high-rise groups.

Source: News Release. (1984, August 16) University of Saskatchewan.

Health Knowledge Survey

A survey of the health knowledge of Canadian children was conducted in the fall of 1982 in Grades 4, 7, and 10, representative of the age groups 9, 12, and 15 years respectively. A survey instrument was developed for each level based on age-specific concepts deemed appropriate by a team of Canadian health education experts. The total sample surveyed comprised 28,905 respondents from 250 boards/districts/divisions in ten provinces. The main findings included:

- The percentages of correct responses of the Grades 4, 7, and 10 students were 58.2, 52.9, and 49.1 respectively.
- Health experts judged the performance of the Grade 10's to be inadequate on 60% of the questions. Equivalent figures were 54% of the questions for the Grade 7's, and 45% of them for the Grade 4's.
- The major problem areas for Grade 10's were Alcohol, Communicable Diseases, Non-Communicable Diseases, Drugs (including smoking), Human Sexuality, and Fitness.
- The major problem areas for Grade 7's were Drugs, Fitness, Human Growth and Development, Mental Health, and First Aid.
- The major problem areas for Grade 4's were Nutrition, Dental Health, and Safety.
- Girls scored slightly higher than boys in total scores at all three levels, and in particular obtained much higher scores than boys on the topics of Human Growth and Development, and Human Sexuality.
- Boys and girls tended to score higher on those topics that have a culturally-related sex bias (i.e., girls scored higher on Human Sexuality, boys scored higher on Fitness).
- There was wide provincial variation in scores both by health topic and by individual question.
- Little difference in achievement was found by type of community (rural, urban, suburban, small city) and type of school board (separate and public).

Source: Health and Welfare Canada. *Summary Report Canada Health Knowledge Survey: 9,12 and 15 year olds, 1982-83.*

... In Products

Third Light Aids Visibility

1986 model cars sold in the U.S.A. will be required to have a third brake light. Canadian regulations are expected to mirror the requirements and production of extra lights is under way.

Vehicle owners do not have to wait until 1986 models are available — add-on lights are a proven idea that can be added to existing vehicles and many parts distributors now have supplies available.

Source: *Safety Canada*, July/August 1984, *28*(4), pp. 4-5.

World's First New Product Conference

An international supermarket featuring 2,500 new products from around the world was one of the major attractions October 9 and 10, 1984 in Toronto at the World New Products Conference. It was the largest exhibition of new supermarket world products ever assembled and featured products from West Germany, France, Britain, Japan, Hong Kong, Australia, Brazil and other countries. A display of 1,000 of the 75,000 biggest successes and failures in new products in North America in the past 15 years were also on display.

Source: Press Release, Harper & Harper Public Relations, 69 Yorkville Avenue, Suite 201, Toronto, ON, M5R 1B8.

Consumer Perceptions of Canned Fruit and Vegetable Grades

A mail survey of Canadian consumers was conducted to determine consumer perceptions of the grading system for canned fruits and vegetables. The University of Guelph, the Food Advisory Division, and a market research firm collaborated on the study. Of the 1,253 respondents, 87% indicated they serve canned fruits and vegetables, serving them at least twice a month. Over 50% of the consumers correctly identified the three grades of Fancy, Choice, and Standard. However, only 51% could identify the highest quality grade as being Fancy, confusing it with Choice grade. Although consumers were found to give consideration to food grades when making purchase decisions, the grade of the food was not identified as the most important factor involved. Price was indicated as being the most important factor when making purchase decisions, followed by brand and then food grade.

For more information: contact Eileen Neill, Acting Chief, Experimental Section, Food Advisory Division, Agriculture Canada, Ottawa, K1A 0C7.

Freezing Sugar Snap Peas

Experimental work was conducted by Food Advisory Division to determine blanching and storage times for sugar snap peas. Sugar snap peas were blanched for 3 minutes and then evaluated by taste panel after different storage periods. The peas were considered acceptable after 6 months storage. Storage tests for frozen sugar snap peas will continue to determine if they may be frozen for longer periods.

For more information: contact Joan Smith, Food Consultant, Experimental Section, Food Advisory Division, Agriculture Canada, Ottawa, K1A 0C7.

International Standards for Sensory Evaluation

The International Standards Organization is establishing international standards for describing the sensory quality of foods. The standards, when established, will facilitate international marketing of foods and encourage uniformity of research methods on sensory evaluation. Canada is represented on the International Standards Association by the Standards Council of Canada. Canadian involvement has recently been centered on developing a proposal for a flavor profile and testing facility design. Canadian input is important to the international standards to ensure that they represent our own practices.

For more information: contact Eileen Neill, Acting Chief, Experimental Section, Food Advisory Division, Agriculture Canada, Ottawa, K1A 0C7.

New Freezing Process

A freezing process developed in the United States may revolutionize the frozen food market. Rich Products Corporation is using the *Freeze Flo* process to produce a new generation of frozen foods. This process uses osmotic pressure to bind water molecules to other substances in the food preventing the formation of ice crystals which means that foods will not become solid when frozen. More foods can be frozen by the *Freeze Flo* process without the deterioration in quality associated with freezing by conventional means. In addition, the binding of water molecules creates an environment which is unsuitable for bacterial growth. *Freeze Flo* products present numerous advantages over their conventional counterparts: production, energy, and packaging costs may be reduced, the products are more microbiologically stable; waste and spoilage losses are reduced. There are many possible applications of the *Freeze Flo* process in food industry.

Source: Agriculture Canada. (1984). *Food Communiqué, 2*, p. 2.

Changes in Grading Beef

Two changes were made to the grading regulations for beef on January 1, 1984. Carcasses are now cut into the hind and front quarters between the 12th and 13th rib instead of between the 11th and 12th rib. The new "ribbing" site complies with international standards. At the retail level the change means that an extra rib will be included in the front quarter, usually in the chuck section. The second grading change involves the fat thickness standards used to determine grade level. Carcass weight will no longer determine the fat standard to be applied. The same fat standard will be applied to all carcasses.

Source: Agriculture Canada. (1984). *Food Communiqué, 2*, p. 1.

... In Publications

Infant Nutrition

A 54-page *Infant Nutrition: A guide for professionals* has been published by the Ontario Ministry of Health. Topics include: Canadian trends in infant feeding, mothers returning to work, nitrates, infant botulism, children's diets, and atherosclerosis.

To order: In Ontario, free single copies from Health Promotion and Information Branch, 9th Floor, Hepburn Block, Queen's Park, Toronto, ON, M7A 1S2. Outside Ontario, send $2.00 to Ontario Government Bookstore, 880 Bay Street, Toronto, ON, M5S 1Z4.

Divorce Act Amendments

An 18-page brief concerning Bill C-10, *An Act to Amend the Divorce Act,* has been prepared.

Available from: Canadian Advisory Council on the Status of Women, Box 1541 Station B, Ottawa, ON, K1P 5R5.

Agriculture Canada Publications

Canning Meat at Home (#5187) provides consumers with an approved method for canning meat at home. Microbial hazards of canning are discussed in detail and step-by-step processing instructions are given. The leaflet represents over a year of research by Food Advisory Division. More information on the study may be obtained from Maria Nazorowec-White of Food Advisory Division. The fact sheet clearly states that freezing is the preferred method of preserving meat and poultry. However, this publication gives a safe method for canning meat providing the instructions are followed in every detail.

Making Dairy Products at Home (#1759) is now available for consumers who are interested in making their own dairy products. It contains simple instructions on how to make popular dairy products such as butter, ice cream, cottage cheese, and yogurt.

To obtain: contact Communications Branch, Agriculture Canada, Ottawa, ON, K1A 0C7.

Canada Nutrient File

The 1984 edition of the Canadian Nutrient File is available at a cost of $40.00.

To order: Send cheque, payable to the Receiver General, to Bureau of Nutritional Sciences, Health and Welfare Canada, Ottawa, ON, K1A 0L2.

Moving and Growing

The 64-page booklet, *Moving and Growing,* outlining exercises and activities for children ages 2, 3, and 4 is available free. It is the second booklet in the Moving and Growing series. The first is entitled *Exercises and Activities for the First Two Years.* Both are available in English or French.

Available from: The Canadian Institute of Child Health, 17 York St., Ottawa, ON, K1N 5S7.

Marriage, Population, and the Labor Force Participation of Women

Why do women participate in the labor force under terms and conditions that differ markedly from those that characterize the participation of men? In searching for an explanation, most analysts have focussed on labor markets and how these markets function, their main conclusion being that the differences are to a significant degree the result of *discrimination.*

In this study, Albert Berton, seeks to demonstrate that in addition to the variables conventionally attached to labor markets, other forces, which he associates with the workings of marriage markets, play an important role in producing the observed differences. The author's approach to the subject is rather controversial and his language is highly colorful. It is hoped that studies such as this will provide some small contribution to the understanding of, and knowledge about, the activity of women in the labor market. 33 pages.

Available from: Canadian Government Publishing Centre, Ottawa, ON, K1A 0S9. Cat. No. EC22-117-1984E, cost $4.95.

Handbook of Recipe Development

This publication, first of a series, is designed as an educational aid for lecturers and students of home economics, food science, consumer studies, and food products development.

Available from: Cardinal Kitchens, A Division of Cardinal Biologicals Limited, 43 Railside Road, Don Mills, ON, M3A 3L9. Cost $14.95 + $2.00 handling.

Directory and Index of Standards

The 1984 National Standards System Directory and Index is now available. This directory places full titles and identification numbers of more than 6,300 Canadian standards at one's fingertips.

The only publication of its kind in Canada, it lists both numerically and by keyword in context, the standards published by Canada's major standards-writing organizations: the Canadian Gas Association, the Canadian General Standards Board, the Canadian Standards Association, the Underwriters' Laboratories of Canada, and the Bureau de normalisation du Quebec. These organizations are members of the National Standards System, a federation created by the Standards Council to provide a medium for co-operation among Canadian organizations concerned with *voluntary* standardization in Canada. The System also includes Canadian organizations recognized for their competence in the areas of certification and testing, and plays an important role in co-ordinating Canada's participation in standardization at national and international levels.

The Directory's key-word in context index (KWIC) is comprised of nearly 18,000 French and English language keywords. Completely revised, this cumulative edition is current for standards published up to and including March 31, 1984. In addition, all National Standards of Canada are indexed numerically and a short abstract is provided for each.

Available from: Standards Council of Canada, Standards Sales Branch, 2,000 Argentia Road, Mississauga, ON, L5N 1V8.

Metric Cookbooks

Metric cookbooks featuring recipes that use bran, corn, rice and whole grain cereals are available to CHEA members, free of charge. The cookbooks are available in English and French and are available on a quantity basis.

To order: contact Nutrition Communications, Kellogg Salada Canada Inc., 6700 Finch Avenue West, Rexdale, ON, M9W 5P2.

Natural Toxicants

Health and Welfare Canada has recently released *Natural Toxicants in Plants.* This fact sheet identifies the potential dangers associated with the natural toxicants found in foods. Toxic effects may result from eating the wrong plant part, preparing food improperly, adapting unusual eating patterns or experimenting with unfamiliar foods. The publication includes an interesting chart which summarizes the toxic effects associated with some foods.

To order: contact Educational Services, Health Protection Branch, Health and Welfare Canada, Ottawa, ON, K1A 1B7.

Personal Line of Credit

You've probably noticed that several of the major banks recently have been touting a new financial product — the personal line of credit (PLC).

In essence, the PLC is a form of demand loan that enables customers to "rent" money in the exact amounts and according to the exact schedules they require, rather than in the "bundles" offered in standard bank lending services and at fluctuating rates. Thus, if your borrowing needs fluctuate, you will probably benefit from a PLC, which allows you to match credit to the amount and timing of your debt requirements exactly.

Setting up a personal line of credit costs nothing as long as you are in the middle-to-upper earnings level and meet the bank's income standards. As well, the interest rate on outstanding PLC balances is generally much better than that available on overdrafts, credit cards, and other forms of "instant" credit. The use of a PLC can also give substantial savings over conventional consumer loans.

Thus, the personal line of credit can have some significant advantages. But it's important to note that it's not for everyone. One reason you get a cheaper rate through PLC is that you're doing part of the bank's work yourself. You do the cash-flow projections and track your outstanding balances from your monthly statement. So the PLC is not a credit vehicle for the financially inexperienced person. In less capable hands, the easy credit accessibility that a PLC offers could lead to overextension and credit problems.

Source: McVicar, J. (1984, September 10). Should you have a personal line of credit? *Financial Times*, p. 1.

Female Workaholic

"Women workaholics don't reap as many rewards and seem to have more self-doubts than do male workaholics," said Mary M. Whiteside, assistant professor of statistics at the Graduate School of Business, University of Texas. "Women workaholics also seem to pay a greater price for their career devotion. They are more likely to be single or divorced or marry several times than men workaholics." "Women workaholics were less likely to perceive themselves as successful than either male workaholics or men and women graduates who worked less than 50 hours," Whiteside said.

A majority of female workaholics said they derived more pleasure from their careers than from leisure or family. "Workaholic women were the most in agreement with the statement 'My career is the focal point of my life,'" said Whiteside. "The group that most strongly disagreed with the statement were female non-workaholics. The workaholic men tended to agree with the statement but not as much as did the women."

Dr. Marilyn Machlowitz, a New York psychologist who did a pioneering study of compulsive work among both sexes in the early 1970s, said workaholic women might have difficulty finding men to marry because "women tend to marry up." Workaholic women and their mates also have different perceptions of what marriage should be like, she said. The female workaholics Machlowitz interviewed were especially concerned about their ability to combine a career with parenthood.

"Women workaholics tend to be overtuned to the responsibilities of parenthood and undertuned to its pleasures," she said, "That is sad because children provide women who achieve with the opportunity to care for someone else, which they cannot get from their jobs."

Source: Johnson, S. (1984, August 8). Doubts plague female workaholic. *NY Times News Service.*

Fertility

In Canada, there has been a major departure from the childbearing patterns that prevailed during the baby boom period of the 1950s and 1960s. Not only is there a tendency now to bear children somewhat later in life and space them further apart, more couples than in the past are becoming first-time parents later in their lives.

There are major shifts in the parity distribution, that is, women's distribution by their family size. While large families have virtually disappeared, most couples now elect to have just two children, and those remaining childless, although still a minority, seem to be on the increase. Finally, while marital fertility rates have gone down, the incidence of births among unmarried women has increased.

Fertility rates at the upper and lower range of childbearing ages, that is, among young women and middle-aged women, have dipped dramatically. In the late 1920s, for example, the number of births to women aged 40 to 44 was 50 per 1,000. In the 1950s, it dropped to 30 births per 1,000 and recently to a mere three births per 1,000.

At the same time, the rate for women in their prime reproductive years (20 to 24) also took a sharp dive from its 1959 peak of 234 per 1,000 to 97 per 1,000 in 1981. On the other hand, the decline has slowed down among women in their middle reproductive years, and there is even a slight upturn among those 30 to 34 years old.

The upward shift in the timing of births is another recent feature of the reproductive behavior of Canadians. Women now wait longer to have their first child and space subsequent children further apart. In the 1960s, the average age of mothers at the birth of their first child was 23.5 years. In 1980 it had risen to nearly 25 years. Thus, the downward trend in the age at which women begin to form their families that had held sway over several decades, has been reversed.

Although there are no Canada-wide data on childspacing, those available for Quebec and the U.S. reveal marked tendencies toward wider intervals between births. For example, women in Quebec married between 1951 and 1960 on the average had their first birth 23 months after marriage; that period extended to 28 months for women married between 1966 and 1970. Over the same two marriage periods, the average interval between first and second births went from 32 to 43 months, according to an analysis of the 1971 census data done by Quebec demographer Patrick Festy.

Source: Romaniuc, A. (1984, Spring). Canadian Fertility Trends. *Tellus*, pp. 8-9.

Industrial Robots

Industrial robots have been entering Japanese industry at an increasing though variable rate since 1969. There, as elsewhere, robots have claimed workers' lives and injured them before the danger the machines presented was really responded to. The Japanese experience with robots is reported in a recent publication of the Japan Industrial Safety and Health Association.

A survey was carried out by the Prefectoral Labour Standards Offices and involved 190 workplaces using industrial robots. Of these workplaces, 60.5% had introduced industrial robots for the first time since 1980. The survey examined the accident history since 1978, identified 2 fatal accidents, and 37 near misses.

Particularly interesting in the Japanese study are the reasons for introducing the robots. In around 80% or so of the instances they were introduced for safety reasons, such as the elimination of dangerous or harmful work, and the mechanization of monotonous work and hard labor. In around 80% of these instances, robots were considered effective for these purposes. What a cruel irony if safety were their application, and danger their result.

Robots are on the way and Canada, like every other industrial society, must be ready for them.

Source: Atherley, G. & Wuorien, V. (1984, June). Industrial robot coming fast: Humans slow to learn. *At the Centre*, 7(2).

Hearing Loss a Growing Concern

Dr. Ronald Lees, Director of the Occupational Health and Safety Resource Centre at Queen's University in Kingston is quoted as saying "an unusually high proportion of young people tested had high-frequency hearing loss consistent with exposure to high levels of noise. The young people ranged in age from 18 to 25 and had not yet been employed in noisy industry." Lees says the damage is likely to be progressive; that the results are not isolated, but have been reported in other parts of the country; and he thinks we may be seeing a general problem with young people.

There is no question that popular music, amplified on concert stage or through powerful stereo systems and headsets, has been suspected of creating hearing damage for some years, and there are numerous cases of musicians suffering hearing impairment. Yet some rock concerts continue to emit noise to the point where the body begins to experience pain.

All personal stereo headsets sold in the U.S. by companies affiliated with the Electronic Industries Association come complete with a brochure published by the Association's Consumer Electronics Groups.

The brochure advises users not to use the headset in traffic or potentially hazardous situations, and advises that headsets should not be used at high volume. It adds "Hearing experts advise against continuous extended play" and says "if you experience a ringing in your ears, reduce volume or discontinue use."

There is no doubt that hearing loss has become a "hot topic" in industry, but also it must become a concern outside the workplace as technology develops in areas with which the human body cannot keep pace.

Source: Hearing loss a growing concern. (1984, July/August). *Safety Canada*, 28(1), pp. 1, 8.

Passive Smoking

Passive smoking is defined as the exposure of nonsmokers to tobacco combustion products in the indoor environment. Chemical Information Scientist Philip Price has prepared a brief overview of the literature on the health effects of passive smoking. Most public concern about passive smoking centres on the acute irritating and annoying effects on the eyes and respiratory mucous membranes. Chronic effects such as possible damage to small airways by passive smoking in the work environment have been studied. There are also studies which examine the health effect of passive smoking on persons with cardiovascular disease. Allergic and asthmatic persons seem to be effected by tobacco smoke. There is evidence of the aggravation of allergy symptoms caused by exposure to secondhand smoke and that tobacco smoke is more irritation to the respiratory tract of an asthmatic patient than it is to a normal individual.

However, there are controversies concerning the validity of some of these studies on health effects, and some people have called for more research and carefully designed studies into the problem before, they say any definite conclusions can be reached.

Although available evidence on the health effects of passive smoking is not conclusive, its weight is increasing. The question of involuntary smoking by workers also raises a serious concern because of the known synergism between voluntary smoking and some occupational carcinogens, such as asbestos.

Source: Price, P. (1984, June). The health effects of passive smoking. *At the Centre*, 7(2).

What do you say when ...?

(Continued from page 50)

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What do you say when ...?

What do you say when someone tells you that they should not drink milk?

Gail Marchessault

Canadian nutritionists and home economists rely on Canada's Food Guide to give practical advice concerning food. The omission of foods from the milk and milk products group raises concerns about the adequacy of intakes of calcium and vitamin D because alternative food sources of these nutrients are limited.

Canada's Food Guide recommendations are based on North American Caucasian eating patterns. However, Caucasian peoples are a minority when world milk consumption is considered. Approximately 70% of non-Caucasians have a deficiency in lactase, the enzyme required to hydrolyze the milk sugar lactose to glucose and galactose. This deficiency usually begins between ages 3 to 5 and increases in severity with aging (Manitoba Association of Registered Dietitians, 1983).

Not everyone with lactase deficiency will develop lactose intolerance. In lactose intolerance, intestinal bacteria thrive on the undigested sugar, producing gas which, in turn, causes gastrointestinal distress. This is diagnosed as lactose intolerance. The experience of North American Indians with lactose intolerance may assist in understanding the situation of other non-Caucasian peoples.

Anecdotal evidence of enviable health among Indian people prior to European contact is widespread, even though formal documentation of health status is lacking. Health was maintained in spite of the fact that milk was not part of the diet. Did Indian people have lower requirements for calcium and vitamin D, or were their intakes met through alternative sources?

Indians were traditionally hunters and gatherers of food and thus would have spent a great deal of time outdoors. Since regular exposure of the skin to sunlight can stimulate sufficient endogenous synthesis of cholecalciferol to meet human requirements (Bureau of Nutritional Sciences, 1983), this was undoubtedly the source of vitamin D for Indian people.

Elders, from Nishnawabe-Aski Nation in Northwestern Ontario teach that fish bones, fish heads, moose heads, and boiling bones for soup can substitute for MMP. Analysis reveals foods such as seaweed, lambsquarter, fish head soup, clams, oysters, the stomach contents of caribou, and even dandelion greens all contain calcium (Medical Services Branch, 1984). It is obvious that there are a variety of dietary sources of calcium that are not included in the milk and milk products group.

In addition, it is known that the body adapts to a range of calcium intakes by regulating excretion and efficiency of absorption (Bureau of Nutritional Science, 1983), so even an intake lower than currently recommended may be adequate to maintain health.

While few native people still eat a traditional diet, the consumption of traditional foods remains viable in some communities. Native people's calcium consumption is below the national average (Bureau of Nutritional Sciences, 1975) and there is evidence of osteoporosis in native women today (Evers, Orchard, & Haddad, 1984).

If going back to the old ways is not possible, then a variety of recommendations could be made, starting with the list of alternative sources of calcium.

Canada's Food Guide can still be used as a teaching tool, with appropriate modifications as indicated by current research. Lactose intolerance does not unequivocally lead to milk intolerance. Most Indian people can absorb the lactose in a serving of milk and most have no difficulty drinking several glasses of milk in a day. Evaporated milk is better tolerated than skim milk powder (Ellested-Sayed, Levitt, & Bond, 1980). In addition, small servings of foods containing lactose (e.g., milk, ice cream) are best tolerated when served with other foods (Ellested-Sayed & Haworth, 1977).

Cottage cheese, creamed and uncreamed, and all naturally aged cheeses are virtually lactose free (Dairy Bureau of Canada, 1980). These foods should be well tolerated and will provide a source of calcium to those who can't drink milk without discomfort. Lactase enzymes which can appreciably lower the lactose content of fluid milk are commercially available. Fermented dairy products such as yogurt and buttermilk may also be well-tolerated. These foods do contain lactose, but the bacteria responsible for the fermentation process when ingested may release beta-galactosidase which can also hydrolyze the lactose (Yogurt and lactose, 1984).

Other ethnic groups have probably evolved eating patterns that cover their nutrient needs as well. Where cultural eating patterns are intact, a respect for the wisdom of the ages is appropriate. Where recommendations to improve nutrient status are needed they must suit the individual's lifestyle with a sensitivity to cultural variables. ☐

(Continued on page 49)

Gail Marchessault received her BHEc at the University of Manitoba in 1977 and completed a dietetic internship specializing in therapeutic nutrition at Kingston General Hospital in 1978. She is currently working with Medical Services Branch, Health and Welfare Canada as Regional Nutritionist for Indian Reserves in Manitoba.

A regular column by the *CHEA Foods and Nutrition Committee* to assist home economists in combatting food misinformation. Edited by **Marjorie Schurman**.

On the Job

Profile of a Home Economist as a Family Financial Counsellor

Judy Hannah

Money! It seems we can't live without it, but having it doesn't always mean that life will be easy. As a family financial counsellor with Alberta Consumer and Corporate Affairs, I am constantly reviewing the financial situations of individuals and families. While not having enough money is a real problem for some of the people counselled, improper handling of money is equally a problem for others. My focus is and always has been, to teach clients skills that will help them make better use of whatever money they have.

Awareness is key in any counselling situation. Many people are unaware of what it actually costs them to live each month, so I begin most sessions by helping them to put their living expenses down on paper. Comparing their expenses with income is a shock for many people; however, this shock provides a long sought understanding of why "there's more month than money."

In many instances, the money is spent in areas that the client doesn't value highly. The "on paper" review shows them why they haven't achieved their goals. Also, the review can illustrate why their financial deficit (debt) is increasing. Everyday habits, such as impulse shopping, are often spotted in a counselling situation. If the balance sheet shows a surplus, but the bills don't get paid, something is amiss! A few examples of impulse shopping often help the client to see their own actions more clearly. Tips can be given on how to curb such spending.

Once people realize where their money has gone, they are encouraged to consider revamping their budget to make it suit their needs, values, and goals. While no particular lifestyle is "forced" on a client, help is given in identifying priorities and alternatives.

It is important for people to realize that they can always make choices — the choice could be to give up a holiday in return for a larger apartment, or, to walk instead of taking the bus so that there is money for a telephone.

Many people feel they have no decisions to make because they have so little money. However, by not making conscious decisions about spending, they are in fact choosing to let chance take control. If there is no money left at the end of the month, choices will be forced on them by their own lack of action.

Most of the consumers approaching our office have debt problems and come for help. Often they have been sued or have had the sheriff calling at their home.

For these clients, an understanding of why the problem occurred is needed to prevent the problem from arising again. Often, the client's perception of the problem is not totally accurate, a layoff may have been the final straw, but poor planning during times of good employment meant that no funds were set aside for emergencies and credit was used to the limit. Their ability to cope becomes restricted.

For those with debt problems, Alberta Consumer and Corporate Affairs administers various debt repayment programs. These include helping the debtor to draw up a budget; coaching them on how to deal with creditors; or putting them on a court administered plan. Whatever the program, the need to plan for emergencies and irregular expenses and the need to learn to control spending are emphasized.

The services offered as a family financial counsellor are not restricted to the resolution of problems. Often, help in setting up a budget is sought purely as a means of achieving goals. It is a real treat to hear from a young couple who want to refine their budgeting because they are thinking of starting a family. Consumers are helped to develop a logical pattern of financial planning through attendance at courses and personal counselling. We begin by developing a sound budget. Clients are advised to build an emergency fund and to see that insurance needs are met. The final step, when all else is secure, is to look into various investment strategies.

A "hands on" approach is the method I prefer to use in financial planning courses. Having people work through their budget, with my guidance, means that we can address problems and questions immediately. The shock of seeing their balance sheet can be turned into a positive plan of action rather than having the budget put aside because the situation appears overwhelming.

The constant challenge of helping people, in all types of situations, to achieve their financial potential is extremely stimulating professionally. Also, the daily exposure to people in financial trouble is a strong incentive for me to maintain control over my own family's finances. ☐

Judy Hannah obtained a BScHEc from the University of Saskatchewan in 1976. She has worked as a District Home Economist with Alberta Agriculture, a Rehabilitation Counsellor with the Alberta Worker's Compensation Board and has been in her present position for the past three years. She is presently serving as President of the Red Deer Branch of the Alberta Home Economics Association.

Graduate Study in Home Economics

Mount Saint Vincent University

Marilyn E. McDowell

The graduate program was established at Mount Saint Vincent University (the Mount) to make a master's degree in home economics available within the Atlantic region. Originally designed for teachers of home economics, the program has now been extended to meet a wider range of needs and interests. The Maritime Provinces Higher Education Commission, the body which co-ordinates and rationalizes post-secondary education offered by the 17 universities in the Maritime region, has designated the Mount as the institution to offer specialization in home economics education at both the undergraduate and postgraduate levels. Because of a growing need to prepare community nutritionists to the master's level, coupled with increased faculty strength, the program was recently broadened to include nutrition education. The degree, a Master of Arts in Home Economics Education, offers the option of thesis or project to permit students to focus on developing research or professional competencies.

Entrance to the program requires candidates to have completed the introductory education courses that are required for a teaching certificate, BEd degree, or professional certification; and to have had a minimum of one year of successful work experience where an education component (broadly interpreted) has been demonstrated.

Each program is individually tailored to meet the needs of the candidate. All students enroll in courses in research methods, statistics, and program planning and evaluation. Candidates may be required to update or upgrade their background through completion of upper level undergraduate courses. Requirements are determined by discussion with the candidate at the time of application. Students may select courses from several areas of home economics or may specialize in one area. In addition, courses outside the department or university may be selected to support a particular program. Master's candidates frequently make use of courses and facilities at the seven other universities in Halifax or may seek approval to take courses further afield.

Initially offered only on a part-time basis with the assistance of visiting professors, the master's program has a small enrollment and retains a flexibility which allows programs to respond to the needs of the Atlantic region. Today, half the full-time faculty members in the Mount's home economics department hold doctoral degrees and are qualified to offer graduate courses and advise master's projects and theses. Outstanding visiting professors are still invited to teach during summer sessions.

Depending on the candidate's background, the master's degree may be completed in a minimum of 1½ years of full-time study. Many students enroll in the program part-time. They are expected to complete the degree within 5 years.

Improvement of the quality of life, the mission of home economics, is part of the Mount's stated philosophy. Focussing primarily on the education of women, the Mount offers men and women a supportive environment in which to study issues and problems of individuals and families. Research is strongly encouraged, and research productivity at the Mount on a per faculty basis exceeds the average among Canadian universities. Service to the community, a tradition at the Mount, reaches beyond the local area to include education in developing areas of the world: off-campus courses in Northern Canada, nutrition recuperation centres in the Dominican Republic, and links with the University of Malawi are major projects currently underway.

Graduate teaching and research assistantships offer limited financial assistance. Students are encouraged to apply for grants and fellowships available from various external funding sources or to a faculty advisor. ☐

For further information prospective students are invited to outline their needs and goals in a letter addressed to: Professor Alleyne Murphy, Chair, Home Economics Department, Mount Saint Vincent University, Halifax, NS, B3M 2J6.

Part of a continuing series about graduate study in home economics and related areas in Canada.

Marilyn McDowell recently completed two terms as chair of the Home Economics Department. Currently on sabbatical leave, she is engaged in several projects in Africa and Asia and is further developing the international component of the graduate program at the Mount.

Liz Dowdeswell

President's Message/Le Message de la Présidente

Choosing Change

Le Choix de Changer

Change is very much on CHEA's mind. Your organization is at a pivotal point in its evolution — a point from which it may either disappear or become stronger and more effective in carrying out its purposes. Our current attempts at developing a long range strategic plan are intended to move CHEA in the direction of growth.

Too often we measure change from the moment at which we become conscious of our own actions, neglecting the groundwork that has already been laid. The recognition of a problem, the search for solutions, the strategic decisions, and following actions are all visible measures. In creating CHEA's strategic plan, the authors are very much aware of the less visible measures: the readiness of the membership to move beyond rhetoric; their desire for an organization that is relevant in the 1980s and able to meet new challenges.

We envision a continuing creative tension between grassroots innovation in a free-wheeling environment and periodic decisions by your committed executive and board. We have taken your thoughts, concerns, and suggestions and have defined a clear direction for the next 5 years. We have articulated goals and objectives designed to preserve the best of our heritage while creating an organization eager to embrace the future.

Rosabeth Moss Kanter, professor of sociology, organization and management, writes that masters of change are the right people in the right place at the right time. The right people are those with ideas that will move us beyond established practice, those with vision. The right places are integrative environments that support innovation and encourage the building of coalitions to implement visions. The right times are those moments when enough innovations have been accumulated to shape a more productive and successful future.

Home economists are the right people, **CHEA** is the right place and **now** is the right time. □

L'ACEF contemple le changement. Votre organisation est arrivée à un point tournant dans son évolution — de ce point elle peut disparaître ou elle peut devenir plus forte et plus efficace en exécutant ses buts. Nous essayons maintenant de développer un plan stratégique à long terme pour faire avancer l'ACEF dans la direction de la croissance.

Trop souvent nous mesurons le changement du moment où nous devenons conscients de nos propres actions, et nous negligeons le travail de base qui a déjà été accompli. La reconnaissance d'un problème, la recherche des solutions, les décisions stratégiques, et les actions qui suivent sont toutes des mesures visibles. En créant le plan stratégique de l'ACEF, les auteurs sont bien conscients des mesures moins visibles: l'alacrité des membres à pousser au-délà de la rhétorique, leur désir pour une organisation qui sera pertinente aux années 80, et qui saura faire face à de nouveaux défis.

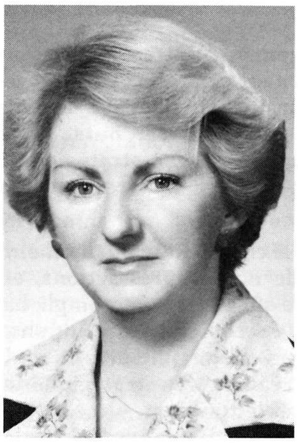
Nous envisageons une continuelle tension créatrice entre l'innovation qui vient de la base de l'organisation dans un environnement changeant et des décisions prises par votre exécutif et votre conseil engagés. Nous avons recueilli vos pensées, vos intérêts, et vos suggestions, et nous avons déterminé une direction claire pour les cinq ans à venir. Nous avons articulé les buts et les objectifs destinés à garder la meilleure partie de notre héritage en créant une organisation qui s'empresse d'embrasser l'avenir.

Rosabeth Moss Kanter, professeur de sociologie, d'organisation, et de gestion, écrit que les maîtres du changement sont les personnes opportunistes qui sont à la bonne place au bon moment. Les personnes opportunistes sont celles avec des idées qui nous amèneront au-délà de la pratique établie, celles avec de la vision. Les bonnes places sont des environnements qui facilitent l'intégration, qui maintiennent l'innovation et qui encouragent la formation de coalitions pour réaliser les visions. Les bons moments se présentent quand assez d'innovations ont été amassées pour former un avenir plus productif et réussi.

Les personnes opportunistes sont **les économistes familiaux,** la bonne place est l'**ACEF,** et le bon moment est **maintenant.** □

Rédactrices matériel français

Henriette Rochette-Le Hir et **Marie Barrette** ont offert leur collaboration pour solliciter et mettre au point les textes français de la Revue de l'ACd'EF.



Marie Barrette

Henriette Rochette-Le Hir

Henriette Rochette-Le Hir, titulaire d'un baccalauréat en pédagogie familiale et d'une maîtrise en éducation a occupé le poste de conseillère pédagogique en Economie familiale à la commission des écoles catholiques de Montréal pendant plusieurs années. Bien que retraitée, elle continue d'oeuvrer au sein d'associations professionnelles. Elle fait également partie du conseil d'administration du CEGEP Vanier de Montréal.

Marie Barrette a reçu un baccalauréat ès sciences et une maîtrise en nutrition de l'Université de Montréal. Elle est une professeure en Economie familiale à la commission des écoles catholiques de Montréal et a été récemment nommée directrice régionale de l'ACd'EF pour le Québec. Elle invite de façon pressante les francophones à lui faire parvenir des textes: rapports de recherche, articles d'intérêt général ou professionnel, et/ou à collaborer aux rubriques régulières de la Revue. Cette dernière offre, en plus d'une tribune professionnelle de prestige et de large diffusion, la possibilité d'un échange culturel fort intéressant. Tous les intéressés sont donc priés de contacter dans les plus brefs délais: Marie Barrette, 2110 rue de l'Eglise, Saint-Laurent, PQ H4M 1G4. Tél.: (514) 744-4161.

Reader Forum

(Continued from page 3)

which accurately describes our courses. I value my CHEA membership — I am a home economist. I am also an educator who teaches family studies, not home economics. The mission is not the same.

Joan Hodges
Family Studies Department
Steele Street Public School
Barrie, Ontario

Inferences Based on Demographics

I appreciated the overall views of Kinsey Green (*CHEJ 34*(4), 191-194. I do not feel that the section "Changing Demography" (page 193) is a realistic reflection of our social structures. The increase of teenage suicide, child abuse, family violence, unwed teenage pregnancies has occurred because we have **chosen to report** to appropriate agencies; because we are required by law to report any incident of violence or abuse; because we are now made socially responsible by laws that reflect the right to treatment and protection.

We aren't as able to ignore the cries for help, nor the obvious neglect and abuse by parents or spouses.

I believe that we live in a healthier society because we are actively responsible and responsive to the rights and needs of members in the community who previously went unprotected — such acts of violence were private, family matters to be decided by the family. Intervention has resulted in better data reports and increased statistical evidence. It has not meant an increase in such activity in the past decade.

I wish that professionals would recognize that the data they use to make a point may reflect a change in social responsibility towards reporting, rather than infer that society has changed.

Carole Zoerb, BHEcol (Family Studies)

Inspiring Issue

"The Future is Opportunity" and other similar articles in the Fall, 1984 issue of the *Journal* were an inspiration to those of us in the Toronto Home Economics Association who were having a special campaign to recruit members for CHEA.

We asked the non-members to borrow this issue and read the articles — especially "Home Economics: a Look to the Future" by Kinsey B. Green. We believed that this knowledge would underscore why we have pride in our profession and its national association, and would encourage new support.

Barbara Floyd
Board of Directors
Toronto Home Economics Association

More on Reconceptualizing Home Economics

The comments on our article "A Framework for Reconceptualizing Home Economics," *CHEJ*, Spring 1984, are appreciated. We wish to address two points made in the letter (*CHEJ*, Summer 1984) — whether the model is methodological or a philosophical one; and the relationships among technical, interpretative, and critical emancipatory systems of action.

Perhaps the question of whether the model we present is a philosophical or methodological one is rhetorical. Hopefully, we documented sufficiently our reliance upon and interpretation of scholars in the field, particularly Marjorie Brown and Beatrice Paolucci, and thereby indicated acceptance of the philosophical bases of their premises. The central point is the need for congruence between the philosophical premises and the practices or methodology used by the profession. We see our model as encouraging home economists to examine practice in light of a stated mission of the profession.

With reference to the systems of action, we disagree with the assertion that "Our challenge is to make the connection between technical solutions and accomplishing the mission to improve the quality of life." Is it assumed that all problems we deal with in home economics are technical ones?

The *nature of the problems* we are dealing with can and should be the criterion for determining the choice of system of action employed. Nowhere have we suggested abandoning the traditional areas of our profession. Professional practice is not a matter of simply rejecting or accepting technical skills or approaches, for they *are* the solution to purely technical problems. Technical problems are concerned with helping families find means to reach specifically defined ends.

We do agree that there are social and cultural (and other) dimensions to technical problems. However, these dimensions are often dealt with superficially or neglected. Effective home economics programs take more than a single perspective in the analysis of human problems and thereby recognize their complexity.

While all content areas of home economics can be addressed in a purely technical manner, the question remains whether or not this is an appropriate reduction of human problems. To take only such an approach is professionally irresponsible. Having the model present the technical system of action in conjunction with the interpretative and the critial-emancipatory *provides a perspective* that is not always attained in our profession.

Those technical skills and approaches that are retained after systematic critical analysis will be necessary to the practice of the profession and to the solutions of the perennial practical problems of families. If the profession makes such decisions through the process of reasoned analysis and dialogue it will more likely ensure an improved sense of identity and more coherent proactive practice.

Anne MacCleave-Frazier
Eloise Comeau Murray

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Guide for Authors

Canadian Home Economics Journal

Contributions to the Journal

The *Journal* welcomes articles from home economists and others who share their interest in promoting the well-being of individuals and families. Papers related to social issues affecting the home economics profession and professional practice, or providing information about professional subject fields are of particular interest. Themes and submission deadlines are printed periodically in the *Journal*. Authors are encouraged to submit articles related to the themes but should not feel bound by this directive.

Depending on the nature or the paper, authors may make their submissions to either the general interest articles or to the research (refereed) section.

Contributions that will be considered for inclusion in the research section are: reports about empirical research, review papers related to topics of current interest, research notes on particular issues, or theoretical forums related to theory development in an area of interest to home economists.

Manuscripts in English and/or French are welcome. Submission of a paper to the *Journal* implies that the paper is original and has not been published or currently submitted for publication elsewhere. If copyright material is used, it is the responsibility of the author to give appropriate credit and to obtain permission for reproduction. The original copy of the written permission must accompany the submission. Manuscripts not conforming to the stated guidelines will be returned to the author(s) without consideration.

Manuscripts accepted for publication, are edited to ensure conformity to *Journal* standards. If extensive editing is required the author(s) will be consulted.

Authors are asked to transfer copyright to the Canadian Home Economics Association by signing a Copyright and Licence-to-Use form. This process facilitates arrangements with indexing and abstracting services, and protects the rights of the author and the publisher.

Disponible en français de la rédactrice

Criteria for Acceptance

Research (Refereed) Section

The goal of this section of the *Journal* is to provide researchers concerned with the well-being of families and individuals an opportunity to publish in a refereed Canadian journal. An author's submission of a research paper implies that the paper is based on original research and not published elsewhere. All articles are submitted for external review. The criteria used include:

- Focus on a significant problem in home economics.
- Scholarly report of new knowledge, confirmation or refinement of known facts, presentation of a critical review of literature, development of a theoretical framework, etc.
- Logical interpretation of data.
- In the case of empirical research, evidence of sound research methodology in the conduct of the research.
- Well organized and written in a scholarly style.
- Form and length which makes publishing feasible.
- Length limited to 2,000 to 3,000 words excluding references which may be as extensive as required.

**General Interest Articles/
Letters to the Editor**

All manuscripts are read by the editors and many are submitted to external reviewers. Criteria for acceptance include:

- Content that is original, addresses current topics, provides fresh insights, or new information.
- Clear, concise, logical presentation that will appeal to a constituent group of CHEA.
- Appropriate documentation of sources and conformity to the style guides adopted for the *Journal*.
- Manuscripts for articles limited to 1,500 to 2,500 words and letters to the editor to 300 words.

Preparation of the Manuscript

References for style, format, and spelling are:

- American Psychological Association. (1983). *Publication Manual of the American Psychological Association* (3rd ed.). Washington, DC: Author.
- Strunk, W., Jr., and White, E.B. (1979). *The Elements of Style* (3rd ed.). New York: Macmillan.
- *Gage Canadian Dictionary*

The submission should include the following sections: title page, abstract, text of the manuscript, references, tables (one per page), figures and other graphics (one per page), titles for figures and graphics (on a separate page), acknowledgements (on a separate page).

In preparing the manuscript adherence to the following details will speed consideration of the manuscript.

Title Page

Because papers are or may be submitted anonymously to reviewers, the following information should appear only on the title page:

- Title of paper—be concise.
- A short biography, including as a minimum, name and present position of author(s); degrees held (including granting institution). Submission of pictures of authors is encouraged.
- For research papers, give the institution at which research was conducted and date of execution.
- Name, phone number, and address of author to whom correspondence about the paper should be addressed.

Abstract

The abstract page follows the title page and starts with the complete title of the paper but does not contain the name(s) of the author(s). It should be:

- A concise summary of not more than 150 words that stands on its own.
- Submitted in both English and French. (If the abstract is submitted in only one language, arrangements for translation will be made by the editors).

Text of the Manuscript

The author is fully responsible for correct sentence structure, good English/French, and accurate spelling. In order to ensure that the paper will be understandable to all readers, it should contain a minimum of specialized language.

Style, organization, and format. Scholarly presentation of the material is the responsibility of the author(s). Organize material in a logical sequence and, in the case of research or theoretical articles, give enough details of techniques so that other readers can clearly understand the author's ideas or execution of the research. Avoid repetition of ideas in the paper.

- Begin the text of the manuscript on a separate page with at least a 3-cm margin on all sides.
- Number each page on the top right-hand corner.
- Number the lines of type on each page in the left margin.
- Type double-spaced on one side of the paper.
- Limit the length of manuscripts as indicated in the criteria for each section.

Citations. Citations in the body of the article should be by author's surname, date, and pages cited when reference is made to the work of others either by a direct or indirect quotation. The following examples illustrate the required format.

> Campbell and MacFadyen (1984) cautioned . . .
> Fetterman (1984) stated: "The inventory . . ." (p. 18)
> Research (Buskirk, 1981; Serfass, 1982) indicates . . .

Where reference is made to an article by two or more authors, the first time it appears all names must be listed. In any further reference, use the first listed author and et al. For example:

> First reference: Bob, Pringle, and Rijan (1969) reported that . . . ; in any further reference use the format: Bob et al. (1969) favor diets . . .

References

All work cited in the paper must be given in a list of references at the end of the paper. Works that are not cited should not be listed. References are typed on a separate page, double-spaced throughout, alphabetized by first author's surname with paragraph indentation used for the second and successive lines. Several references by the same author are arranged by year of publication. The following examples illustrate APA style. (Note the use of lower case in the titles.)

- **Book**
  Fremes, R., & Sabry, Z. (1981). *NutriScore: The rate yourself plan for better nutrition.* Toronto: Methuen.
- **Journal article** (do not abbreviate journal names). Nostedt, E.M. (1984). Networking. *Canadian Home Economics Journal, 34*(3), 130-132.
- **Article or chapter in an edited book**
  Gurman, A.S., & Kniskern, D.P. (1981). Family therapy outcome research: Knowns and unknowns. In A: S. Gurman & D.P. Kniskern (Eds.), *Handbook of family therapy* (pp. 742-775). New York: Brunner/Mazel.
- **Government report**
  Bureau of Nutrition Research. (1983). *Recommended nutrient intakes for Canadians* (4th ed.). Ottawa: Health and Welfare Canada.

Tables

Tables should be kept to a minimum and used only when they add value to the paper. Type each table on a separate page, double-spaced with the complete title at the top of the sheet. Limit the number of characters across the table 40, 60 or 87, and organize the table to make efficient use of the space. Give each table a number and refer to it by that number in the text. Indicate the location of tables as follows:

(Insert Table 1)

There should be no vertical or horizontal lines except those in the heading and at the bottom of the table.

Figures

Figures, including graphs, pictures, line drawings, and flow charts should be included if they will improve clarity, add reader appeal, and are discussed in the text. Graphs and line drawings must be professionally prepared (one per page) in India ink with a mechanical lettering device. The *original* art work (or a glossy photograph of the original) must be submitted for publication. Authors should note that the use of a typewriter to produce the lettering is *not* acceptable.

Each item should have a clear heading and be numbered (e.g., Figure 1). Placement in the text should be indicated on the manuscript.

Photographs, when submitted, should be good clear prints. Do not write on the front or back and do not attach them to other materials with paper clips or staples. Attach a sheet that includes the caption to the back of the picture with tape.

In preparing graphics it is good practice to prepare them twice the size that will be shown in the text. Lettering should be done using 12- or 14-point characters. Remember that they must then be reduced to fit within the dimensions of the column or page. The finished width in the *Journal* will be 55, 85, or 180 mm.

Additional Information

Authors should consult the *Publication Manual of the American Psychological Association* (3rd ed.) for complete information.

Review Process

Research Refereed Section

Copies of research papers will be sent to two or more qualified referees. Within six weeks the author should receive a summary of the referees' decisions, comments, and suggestions. Referees may recommend acceptance, minor changes, major revisions, or rejection of the paper. If the author agrees with the reviewers comments, a second draft, incorporating suggested changes should be prepared. If the author does not agree with the suggested changes, justification for that stand may be provided. The paper will be published as soon as possible after it is accepted. Copyright and licence-to-use forms are sent when the paper is accepted.

General Interest Articles

All manuscripts are read by the editors and many are submitted to external reviewers. Authors should receive a report on the acceptability of the paper within four to six weeks.

Submission Information

Four copies of papers intended for the research (refereed) section should be submitted to:

Dr. Dianne K. Kieren
Family Studies Department
801 General Services
University of Alberta
Edmonton, AB, T6G 2E2

Three copies of a manuscript intended for the general interest sections should be submitted to:

CHEJ Editorial Office
60 - One Snow Street
Winnipeg, MB, R3T 2M4

All manuscripts are acknowledged as soon as they are received.

Write Margaret Morton
re: HEEd & my dissert.

Graduate Research in Canadian Universities
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Compilation of master's theses and doctoral dissertations in home economics and related areas completed July 1, 1983 to June 30, 1984.

Une compilation de mémoires et de thèses en économie familiale et en des domaines affiliés complétées entre le 1er juillet, 1983, et le 30 juin, 1984.

Family Studies

Copeland, N.C. (1984). *Adaptation to resettlement by southeast Asian adolescents.* Unpublished master's thesis. University of Manitoba, Winnipeg. (Adviser, C. Harvey)

Davidson, D. (1984). *Couple and family resource consistency patterns and coping.* Unpublished master's thesis. University of Alberta, Edmonton. (Adviser, D. Kieren)

Fung, A.Y.Y. (1984). *The relationship of mother's perception to the child's competence and mastery motivation.* Unpublished master's thesis. University of Manitoba, Winnipeg. (Adviser, L. Brockman)

Lau, J.S. (1983). *Factors related to children's task behaviours.* Unpublished master's thesis. University of Manitoba, Winnipeg. (Adviser, E.L. Jackson)

Magill, J.E. (1983). *The self-concept and self-esteem of the adolescent physically disabled by cerebral palsy.* Unpublished master's thesis. University of Alberta, Edmonton. (Adviser, N. Hurlbut)

Rodgers, J.K. (1983). *The effect of experimentally induced stereotypes on the metacognition accuracy and cognitive performance of elderly participants with internal locus of control.* Unpublished master's thesis. University of Alberta, Edmonton. (Adviser, N. Hurlbut)

Wheatley, B.R. (1984). *Functioning in cystic fibrosis families.* Unpublished master's thesis. University of Alberta, Edmonton. (Adviser, N. Keating)

Food/nutrition

Brunet, M.K. (1984). *Vitamin B_6 intake and blood levels in breast and formula-fed infants.* Unpublished master's thesis. University of Alberta, Edmonton. (Adviser, E. Donald)

Chan, U.M. (1983). *Vitamin A (Retinol) and postoperative colorectal cancer.* Unpublished master's thesis. University of Alberta, Edmonton. (Adviser, T.K. Basu)

Desrosiers, Th. (1984). *Ascorbic acid and carotene retention in green peppers and peaches after home dehydration and storage.* Unpublished master's thesis. Macdonald College of McGill University, Ste Anne de Bellevue. (Advisers, T.G. Smyrl and G. Paquette)

Jolicoeur, D. (1984). *La déficience en fer chez la femme active.* Mémoire de maîtrise non publié. Université de Montréal, Montréal. (Directeur, M. Ledoux)

MacDonald, S.M. (1983). *Zinc concentration in stimulated parotid saliva and its relationship to sweet and bitter tastes before and after jejunoilial bypass surgery.* Unpublished master's thesis. University of Manitoba, Winnipeg. (Adviser, V.M. Bruce)

Penner, D.E. (1984). *An investigation into selected individual characteristics associated with the use of fast foods by adults aged 18 to 27 years.* Unpublished master's thesis. University of Manitoba, Winnipeg. (Adviser, G. Sevenhuysen)

Textiles/clothing

Andrews, C.J. (1984). *Visitor response to four costume display forms in a museum exhibit.* Unpublished master's thesis. University of Alberta, Edmonton. (Advisers, A. Lambert, N. Fetterman)

Becker, L. (1984). *Clothing fastener manipulative ability of preschool children.* Unpublished master's thesis. University of Manitoba, Winnipeg. (Adviser, C. Gonzales)

Clark, B.A. (1983). *Consumers' perceptions and expectations of quality, and its importance for ready-to-wear apparel.* Unpublished master's thesis. University of Alberta, Edmonton. (Adviser, E. Crown)

Grieve, J.J. (1983). *The effect of information search on satisfaction of carpet buyers.* Unpublished master's thesis. University of Alberta, Edmonton. (Adviser, E. Crown)

Helgason, M. (1984). *Marketing research in apparel manufacturing in western Canada.* Unpublished master's thesis. University of Manitoba, Winnipeg. (Adviser, S. Brown)

Kermack-Chandler, K.M. (1983). *Upholstered furniture: effect of consumer information and education on cognition and choice.* Unpublished master's thesis. University of Alberta, Edmonton. (Adviser, E. Crown)

Kuiper, T.M. (1983). *Personality trait attribution in an employment interview.* Unpublished master's thesis. University of Alberta, Edmonton. (Adviser, A. Kernaleguen)

Kummen, M.E. (1984). *The effects of body build and clothing on the perception of female figures.* Unpublished master's thesis. University of Manitoba, Winnipeg. (Adviser, S. Brown)

Lazarowich, L.M. (1984). *A social history of Ukrainian cottage weaving in Alberta 1900 to 1940.* Unpublished master's thesis. University of Manitoba, Winnipeg. (Adviser, M.E. Tyrchniewicz)

Home Economics Education

Pain, B.J. (1984). *Consumer choice of a university education: An examination of the decision process.* Unpublished doctoral dissertation. University of Alberta, Edmonton. (Adviser, V. Lefebvre)

First of a listing to be published annually.

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Letter to the Editor

If you have a short statement you would like to make, an opinion you want known, or added information to supplement points raised or statements made in past articles, you are encouraged to write a "**letter to the editor.**" *Such letters let us know of your interests and help to promote discussion among members.*

Lettre à la Rédaction

Si vous voulez faire un bref exposé, exprimer votre opinion, ou amener des renseignements supplémentaires sur des points traités dans des articles déjà parus, nous vous invitons à **écrire à la rédaction.** *Vous lettres nous permettent de savoir quels sont vos intérêts, et elles aident à stimuler la discussion parmi les membres.*

Deadline for submission of articles or items for the **Summer 1985** issue of the CHEJ is **April 1, 1985** and for the **Fall 1985** issue is **June 15, 1985.**

La date limite pour faire une soumission pour le numéro **dété 1985** de RCEF est le **1er avril, 1985.** Pour le numéro **d'automne, 1985** de RCEF, la date est le **15 juin, 1985.**

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CONDITIONS OF MEMBERSHIP

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There are five classes of membership: active including life, associate, student, reserve and honorary.

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1. Active membership shall be limited to individuals with the following qualifications whose application is approved by the Board of Directors.
   a. a degree in home economics from a recognized university or
   b. a degree in a related field from a recognized university who by interest and activity serves the goals of the Association or,
   c. was a member in good standing of the unincorporated body known as the Canadian Home Economics Association at the time of the incorporation of the Association and who maintains continuous membership in good standing of this Associaiton.
   d. The Board of Directors may grant active membership to one who, after five years of associate membership in the Association, is deemed to have made an active contribution to the Association or the profession.
2. An individual who has had continuous active membership for at least ten years immediately prior to applying for life membership may become a life member subject to the approval of the Board of Directors.

ASSOCIATE MEMBERS

Associate membership shall be limited to individuals with the following qualifications whose application is approved by the Board of Directors:

A secondary school certificate and:
a. a home economics diploma granted by a recognized college or School of Technology after two years of successful study, or
b. a provincial home economics teacher's certificate, or
c. a provincial teacher's certificate with additional training in home economics equivalent to at least one year of successful study, or
d. training in home economics equivalent to two years of successful study, with continued part-time study towards the completion of a degree in home economics or home economics education.

STUDENT MEMBERS

Student membership shall be granted to a person enrolled in a full-time undergraduate program at any Canadian university, faculty, college, school or department which is eligible to send voting delegates to the ACHES convention.

RESERVE MEMBERS

Reserve membership may be granted on application to the Board of Directors to those who qualify as active or associate members, and who are now:
a. graduate students enrolled in full-time post graduate study in home economics or a related field for a minimum of six months of the membership year, April 1 to March 31
b. home economist employed on an average of less than 10 hours per week
c. retired

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Honorary membership is awarded from time to time to distinguished individuals who have made note worthy contributions to some aspect of the profession of home economics who *are not* employed as home economists.

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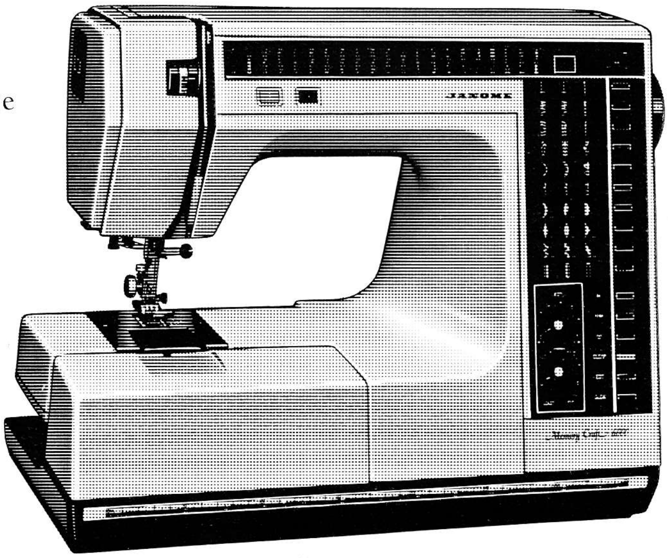

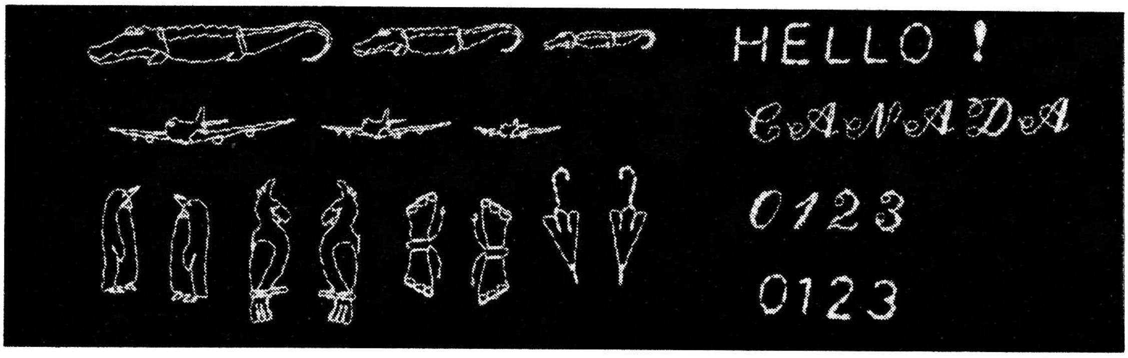

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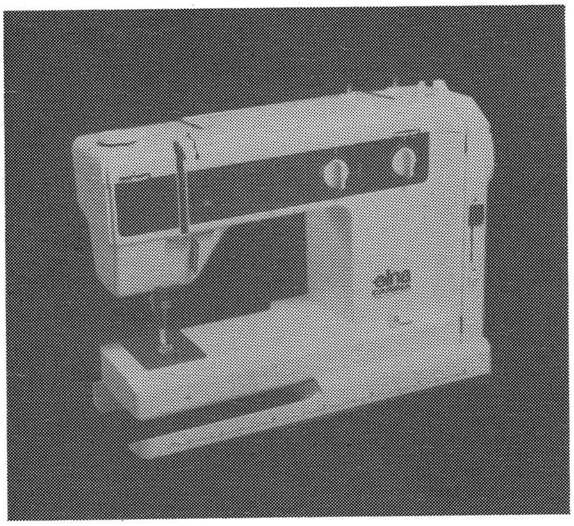

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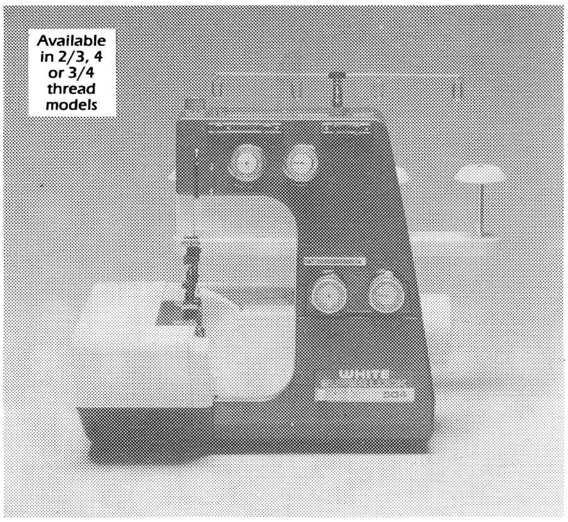

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